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ABSTRACT

The Four Directions Project, administered by the Pueblo of Laguna Department of Education, is a 5-year federally-funded technology innovation grant that aims to help Native people and their educators develop culturally relevant curricula through technology. This report includes the full text of 45 "pathfinders" designed by students in the Graduate School of Library and Information Science at the University of Texas at Austin. Developed in response to specific client requests, the pathfinders provide Four Directions partners (educators, students, and community members at 19 reservation schools) with a process for locating information sources, particularly on the Internet, that would be useful in accomplishing local curricular goals. The 45 pathfinders are categorized in 5 topical sections: career counseling resources, Internet technology resources, curricular and instructional technology resources, cultural themes, and Native American cultural groups. Each pathfinder includes an introduction that describes the nature of the topic, the scope of the pathfinder, and the steps taken in identifying and evaluating relevant resources; an annotated bibliography of 15-25 resources, including print references, indexes, journal titles, electronic resources, and organizations; and the pathfinder proper, a guide to locating resources on the topic. The introduction to this report provides background on the Four Directions Project and on the construction of the pathfinders. (SV)

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ED 460 792

PATHFINDERS FOR FOUR DIRECTIONS: AN INDIGENOUS EDUCATIONAL MODEL

by

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PATHFINDERS FOR FOUR DIRECTIONS: AN INDIGENOUS EDUCATIONAL MODEL

An Introduction

The Four Directions Project, administered by The Pueblo of Laguna Department of Education, is a five-year federally funded technology innovation grant that aims to help Native people and their educators develop culturally relevant curricula through technology. This report includes the full text of forty-five pathfinders designed by students in the Graduate School of Library and Information Science who were enrolled in two graduate courses scheduled during the Fall 1997 semester: "Information Resources in the Social Sciences" and "Bibliographic Instruction." The pathfinders provide Four Directions partners with a process for locating information that would be of assistance in accomplishing local curricular goals. Some of the pathfinder topics represent an interest in preparing Native American students for higher education and a career. Thus, information is provided on how to choose a college and how to prepare for college through developing writing and reading skills. Other pathfinders might help Four Directions partners in continuing education, especially in the acquisition of information technology skills such as learning how to evaluate Internet resources, how to select a search engine, and an introduction to HTML. There are pathfinders on cultural and social themes including those focusing on the history of American Indian boarding schools as well as a number of pathfinders providing guidance in locating information on specific cultural groups. This introduction provides additional background on the Four Directions Project and on the construction of these pathfinders.

Goals of Four Directions

The goals of Four Directions are:

(1) to develop relevant educational experiences modeled on and incorporating Native children's real life experiences;

(2) to integrate use of technology throughout the curriculum;

(3) to integrate ongoing professional development;

(4) to use technology in a curriculum approach employing thematic cycles;

(5) to develop a database of locally developed, culturally based educational resources;

(6) to disseminate information about the Four Directions Educational model within and without Native education circles.

PARTICIPANTS AND PARTNERS

Four Directions is a network of partners that include participating teachers, administrators, staff, children, and community members on nineteen reservation schools and a number of supporting institutions and agencies. Educational partners include the Haskell Indian Nations University, Southwestern Indian Polytechnic Institute, The University of Kansas, The University of New Mexico, The University of Texas at Austin, and the B.I.A. Office of Indian Education (OIEP). Extended partners (Intel Corporation; Microsoft Corporation; Museum of Northern Arizona; Sandia National Laboratories; The Heard Museum; The Mathematical Association of America; Research & Training Associates) provide other types of support, such as supplying technology.

FOUR DIRECTIONS: A PALETTE OF POSSIBILITY

Each site has formed a team of up to ten members including students, parents, community members, school administrators, teachers, librarians, and school staff members. One initial goal for the Four Directions schools is the development of separate web pages. Beyond this goal, individual participating schools interpret the goals according to local needs. For example, Ahfachkee Day School team members want to create an intranet, use technology to create an interactive middle-grade unit on the history of the Seminole Wars, and compile resources on the history of animals in the Seminole culture. The Fond du Lac Education Division is adding a video to their home page that illustrates how wild rice is harvested and processed.

Summer Institute

One key continuing education and socialization feature is the week long Summer Institute held in July. Four Directions faculty, including Four Directions team members at the educational institutions as well as invited guests, are available during the Summer Institutes and offer intensive training, providing workshops and tutoring in web page design, HTML, database management, electronic publishing, Internet searching, digital audio and video recording and editing, presentation software, virtual reality, processing of digital images, online editing, curriculum development, and oral history methodology. The schools participate in a 'street fair' where each school exhibits their local interpretation of Four Directions. The final day of the Institute includes a show case where each school team demonstrates the projects they worked on during the conference. At the close of the Summer Institute, participants have acquired new skills, drafted a year-long plan, and prepared one or more curriculum themes.

On Line Electronic Class

The University of Texas at Austin coordinates a separate online class available free to Four Directions faculty throughout the academic year, focusing on curriculum development.

The Four Directions Web Page: http.://4directions.org

The home page provides the option to move to five major content areas: (1) What's New;

(2) About 4D; (3) Community; (4) Resources; and, (5) Communication. "What's New" highlights recent Four Directions activities. "About 4D" provides copies of relevant documents, including a copy of the original Four Directions grant proposal. "Community" provides links to the web pages of the schools and partners. "Resources" provides access to the searchable database and links to papers, tutorials, reviews, and to the electronic mentoring web page. "Communication" provides a means to send electronic mail to the Four Directions staff and partners.

CURRICULAR DEVELOPMENT: THEMATIC CYCLES

The heart of Four Directions is curricular reform. Schools have selected themes on such topics as the environment; tribal history, culture, and language; clans; housing; games/leisure; and contemporary issues. Each theme is broad enough to be subdivided into smaller areas and all lend themselves to cross-disciplinary study and contact with community resources. This model of learning is cyclical:

a. students and teachers generate questions they might have about a theme;

b. the class reviews prior knowledge about the theme;

c. the class refines the initial questions;

d. students and teachers develop strategies to acquire new knowledge;

e. information is gathered and shared;

f. questions are revisited, leading to assessment of attitude changes or changes in what is known and the posing of additional questions.

THE FOUR DIRECTIONS DATABASE

The Four Directions Database is a browsable electronic clearinghouse of reviewed resources in electronic form and a forum for publishing electronically the local Four Directions products. Educators may, for example, search for Four Directions developed resources by grade level (Pre-K through adult), five content areas (culture, science, language arts, social studies, or mathematics), tribal focus (twelve tribal groups), and bibliographic information.

THE VIRTUAL MUSEUM

The virtual museum involves helping the Native students and teachers develop the technological skills to record their culture through QuickTime Virtual Reality, a medium that uses photography to simulate space and dimensions, and CD-ROM technology. Students have created virtual tours of their schools and surroundings, simulating real navigation or travel through photographic representations of physical areas. Virtual reality object images enable a distant user to simulate handling artifacts. The end products may be sharable CD ROMs, incorporating graphics, video, and audio with text and oral history or life history narratives. These CD ROMS might contribute to the collections of all Four Directions schools as well as institutions such as the Heard Museum and the National Museum of the American Indian.

THE PATHFINDERS

These pathfinders are bibliographic instruction aids that outline methods to locate information on topics of interest to a particular client. Each pathfinder begins with a two page introduction where the student describes the nature of the topic covered, the scope of his/er pathfinder, an assessment of client needs, and a chronology of the steps he or she took in identifying and evaluating relevant resources. The introduction is followed by an annotated bibliography of fifteen to twenty-five resources covering aspects of the topic. In most cases the students identify a variety of resources, including print reference works, monographs, indexes, journal titles, electronic resources, and organizations. In some cases the client has specified that only Internet resources by identified. This is especially true when a Four Directions school has Internet access and is located in a remote area far from large reference collections. The last two pages of each pathfinder is the pathfinder proper, a guide to locating resources on the topic. Here the emphasis is on itemizing a search process; the students make suggestions on how to start to locate information on the topic, how to use search engines or library catalogs, how to identify relevant subject terms, and how to narrow and/or broaden a search.

PATHFINDERS ON FOUR DIRECTIONS

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HOW TO CHOOSE A COLLEGE:

A PATHFINDER FOR RESOURCES AVAILABLE OVER THE INTERNET

Jennifer Payne
Social Science Reference
Pathfinder II
December 3, 1997

Choosing a college is an exciting, challenging, and often frustrating process faced by high school students. Trying to focus on the strengths and weakness of a program is difficult enough without having to worry about financing a higher education. Some students may decide that college is not for them, others may have to work on convincing their family that this is the path they must follow; regardless of the individual situation, students must have access to the information necessary to make these important decisions. Until recently, students had to make special trips to the library, visit a guidance counselor, and conduct several site visits to receive adequate background on colleges and universities. Now, with the internet, anyone who has access to a computer and a modem can link with the thousands of web sites offering free advice. The main obstacle is knowing which sites are reputable and offer good information. This pathfinder, for students within the Fond Du Lac Education Division, can guide the user to sites containing useful guides toward choosing the right college or institute of higher learning via the internet.

During my initial search for web sites, I utilized the University of Texas General Libraries web page and the college guides and directories listed in the Quick Reference section. Yahoo's search engine proved to link the next best resources. That website collates sites topically and features links under "education--college--guides." I also searched Alta Vista using "college+guide," but that did not lead me to web sites much different than those listed in the Yahoo "education" files.

I used several criteria in the selection of these web sites. Perhaps the most important was name recognition and reputation of the web site's sponsor. Many of the well established names in the college guide industry, such as Peterson's Guide, the College Boards, and the U.S. News and World Report Guide, have established stand-alone web sites that contain most or all of the information in the print versions. The United States Federal Government was another resource I felt comfortable recommending because the information provided by the various agencies is usually of good quality. A few web pages, such as the Collegiate Net, were included because they provided links to many college-search related topics. Others focused on pertinent geographic areas such as the College Guide for Pioneer Planet. One source, the Online University, was included because it centralizes information about classes taught via the internet across the country. Finally, a few university-based web sites offered guidance and allowed students to compare classes and coursework such as University of Texas at Austin's own World Lecture Hall.

Students may want to get information on schools other than traditional four-year colleges and universities such as vocational, junior colleges, same-sex institutions, and online education. While information about financial aid was not specifically asked for, most of these sites address this vital issue in terms of what these institutions will actually cost and what students can do to acquire funds to attend.

ONLINE SOURCES

1. "College Board Online." [No Date]. Available [Online]: **http://www.collegeboard.org** [18 November 1997].

The same testing services that is responsible for the SAT, GRE, and other national exams has established this web site to provide in-depth information on colleges, careers, and financial aid for more than 3000 two-year and four-year colleges. The featured search engine allows the user to create personalized profiles for the ideal college. Application information and deadlines on many scholarships, internships, grants, and loans are listed within the Fund Finder database.

2. "College Choice." [5 March 1996]. Available [online]: **http://www.gseis.ucla.edu/mm/cc/home.html** [18 November 1997]

An information service with helpful tips on selecting a college, preparing for school, and successfully applying for financial aid. This web site is very good about presenting criteria on how a student should weigh college publicity when searching for the right school. Rather than just providing a series of search engines that allow the student to narrow a search, this sites gets its users to really think about what they want to gain from the college experience. The site also provides links to other college guidance web sites. Another reason to recommend this site is that it was produced by the UCLA Graduate School of Education and Information Studies.

3. "College Guide for Pioneer Planet." [No Dates]. Available [online]: **http://www.pioneerplanet.com/archive/colleges/index.htm** [18 November 1997].

College planning web site that focuses largely on colleges and universities in Wisconsin, Minnesota, and Iowa. The site has several pages with helpful advice on choosing a school and financing an education in the upper Midwest. Included are links to every institution of higher learning with a web site, including two-year and technical schools, in the states of Wisconsin, Minnesota, and Iowa, continuing education web sites, and other college guides such as Peterson's Guide.

4. "College View." [No Dates]. Available [online]: **http://www.collegeview.com/collegeview-cgi/college-search/search** [18 November 1997].

Search Engine allows user to perform searches of college information using either select criteria or the college's name. While most of the web sites included in this pathfinder allow the user to search using various criteria, none of those I saw gave as many searchable criteria. These included fields of study, majors, geographical location, student body size, student body ethnic mix, religious affiliation, facilities for the disabled, and college athletics as just a few of the many searchable topics featured on this web site. Students may enjoy searching some of their choice schools at this web page so that they can see what facilities and features that institution publicizes.

5. "College Planning Network." [No Dates]. Available [online]: **http://www.collegeplan.org/** [18 November 1997].

This web site is sponsored by the Seattle-based non-profit organization College Planning Network that assists students and their families with college selection and planning. Not only does the web site offer links to other internet locations for scholarships and applications tips, there are pages on this web site that support the college decision making process.

6. "Collegiate Net." [No Dates]. Available [online]: **http://www.collegiate.net/** [18 November 1997].

Web page established by Aphco International, a Florida-based online design company. The page is advertised as "the center for all college information" and provides links to college and university web sites. Collegiate Net also links the reader to sites focusing on various topics such as distance learning, sports, departments, collegiate organizations, school media, and collegiate service sites. Descriptions next to each link help guide the user to the desired area of interest.

7. "Internet University." [No Dates]. Available [online]: **http://www.caso.com** [18 November 1997].

While not an actual institution of learning, the Internet University, from the book by the same name, is an indexing service that lists courses taught by accredited providers via the internet. Its listings link users by course title, subject area, and degrees sought to colleges and universities around the globe offering classes online. Students who are making decisions on where to go to college might want to keep in mind the opportunities afforded by a virtual classroom. By clicking on the button "Article" on the Internet University's home page, the user is linked to detailed information about this groundbreaking aspect of academia.

8. "Amazing College Simulator." [No Dates]. Available [online]: **http://www.kaplan.com/precoll/simcoll** [18 November 1997].

A just-for-fun site sponsored by the Kaplan testing service that allows students to answer a series of questionnaires to learn their personality types, the kinds of roommates they should seek, and what fields of study would best suit them. While this should not be taken seriously, any student who is seeking more information about college may enjoy these informal inventories.

9. "Mapping Your Future." [No Dates]. Available [online]:
http://www.mapping-your-future.org [18 November 1997].

Sponsored by agencies who participate in the Federal Family Education Loan Programs (FFELP), this web site is unique in that its information can be tailored according to the personal needs/situation of the user. Texts can be chosen to directly address a middle/high school student, a parent, college-aged student, or non-traditional student. This breakdown of the guide by audience is very useful because it addresses each group separately on subjects each would find most pressing. The section devoted to middle and high school students discusses what they should be doing/thinking about in terms of college during each of the last 6 years before graduation. The adult's section includes "Ten Steps to Plan Your Child's Education." This site also includes a financial aid calendar, list of frequently asked questions, links to online scholarship resources, and perhaps most important, a glossary of terms.

10. "Peterson's Guide." [11 November 1997]. Available [online]:
http://www.petersons.com [18 November 1997].

Well regarded in book form, this online service, like most of the others featured in this pathfinder, allows quick searching by school, name, major, or other specified criteria such as school or city size. Peterson's also features several sections addressing the many questions prospective college students and their families face. By clicking on "Independent Educational Consultants Association," students and their parents can link to sites with advice on choosing a college, successful interviewing tips, and resources for students with special needs.

The Peterson's Guide web site also includes a section called Open Choices which allows students to explore different options. Designed for students who are in a financial bind, who have less than four years in which to finish a degree, who have learning disabilities, or who might not have gotten into their first choice of school, this site can reassure users that there are programs of higher education that can address the needs of everyone.

11. "Preparing Your Child for College: A Resource for Parents." [13 April 1996].
Available [online]: **http://inet.ed.gov/pubs/Prepare** [18 November 1997].

While this excellent, advertisement-free web site is largely addressed to the parents of college-bound students, this online version of the printed work addresses many questions students may have about college including tips for choosing a college, financing college, and preparing for college academically. Several exercises are included to help parents and students think about careers and charts provide quick reference information on many topics including recommended high school courses, questions to ask guidance counselors, and comparisons of average tuition rates between different kinds of colleges (private, state, etc.) What may be an invaluable resource for students is a section that discusses the many advantages of a college education. Some parents or other adults may not believe that college is a good investment of time and resources; this downloadable web site certainly outlines the benefits of college and gives useful data to support its ultimate monetary benefits.

12. "Study Shack." [No Dates]. Available [online]:
http://www.studyshack.com/ [18 November 1997].

This webpage dares to tell students what college is really like. Sponsored by "Underground College," gives study tips, features a chat room and has links to every college and university in the United States. The site also allows users to download applications and talk directly with students at different schools to get their opinions on the realities of college life.

13. "U.S. News and World Report College Guide." [No Dates]. Available [online]:
http://www4.usnews.com/usnews/edu/college/cohome.htm
[18 November 1997].

In addition to providing the now famous U.S. News College Rankings, this web site features frequently asked questions about these rankings, and about college in general. Essays address how to choose a school, advice on the admissions process, and answers to financial aid questions. Also included are links to online college applications so that the user can submit their application electronically.

14. "World Lecture Hall." [11 November 1997]. Available [online]:
http://www.utexas.edu/world/lecture [18 November 1997].

This web site provides links to homepages created by faculty members worldwide who use the internet to present class materials. Examples of assignments, exams, syllabi, reading lists, and lecture notes are arranged by subject and provide a prospective student to see first-hand the course expectations. This is a wonderful way to compare the format and content of classes at different schools and may even help a prospective college student to decide on a major or other fields of study.

15. "Yahoo Search Engine." [No Dates]. Available [online]:
http://www.yahoo.com [18 November 1997].

Yahoo is an internet search engine that was begun in 1994 by two Stanford University graduate students. The web site provides a subject-oriented guide to the world wide web and allows users to search web sites either by subject name or through categories. I found category searching under "Education--Universities" and "Education--College Guides" to be the most helpful. A subject search using the phrases "College Guides" and "College Admissions" will also yield many web site hits.

Style Manual:

16. "Citing Electronic Information in History Papers." [11 September 1997]. Available [online]: **www.people.memphis.edu/~mcrouse/elcite.html** [7 October 1997].
Gives examples of how to cite online resources in history papers and adds fuel to the debate over exactly who should decide the citation format.

HOW TO CHOOSE A COLLEGE

A pathfinder for resources available over the internet

* * *

This pathfinder is designed to help students find information on how to choose a college or other institution of higher learning using internet resources. Because web sites on the internet are frequently updated, users should visit the online web pages often to see any changes. The sources grouped together as answers to some of the questions asked by students seeking college information.

* * *

WHAT DO I NEED TO LOOK FOR IN A COLLEGE?

College Choice

http://www.gseis.ucla.edu/mm/cc/home.html

A non-profit information service with helpful tips on selecting a college, preparing for school, and financial aid.

Mapping Your Future

http://www.mapping-your-future.org

Texts can be tailored to directly address the college decision-making needs of a middle/high school student, a parent, college-aged student, or non-traditional student.

Preparing Your Child for College: A Resource for Parents

http://inet.ed.gov/pubs/Prepare

Addresses many questions students may have about college admissions including tips for choosing a college, financing college, and preparing for college academically.

I'M INTERESTED IN MORE THAN ONE SCHOOL. HOW CAN I COMPARE THEM?

U.S. News and World Report College Guide

http:// www4.usnews.com/usnews/edu/college/cohome.htm

Essays address how to choose a school, give advice on the admissions process, and answer financial aid questions. Also included are the annual rankings of schools and links to online college applications.

I'M NOT SURE I WANT TO GET A FOUR-YEAR DEGREE.

Peterson's Guide

http://www.petersons.com

Includes a section called Open Choices that allows students to explore options other than traditional four year colleges.

I'M INTERESTED IN A SCHOOL CLOSE TO HOME!

College Guide for Pioneer Planet
http://www.pioneerplanet.com/archive/colleges/index.htm
College planning web site that focuses on colleges and universities in Wisconsin, Minnesota, and Iowa.

College Board Online
http://www.collegeboard.org
Web site allows the user to create personalized profiles for the ideal college and then search by those desired elements.

DOES THE SCHOOL I AM INTERESTED IN OFFER COURSES OVER THE INTERNET?

Internet University
http://www.caso.com
Internet University is an indexing service that lists courses taught by accredited providers via the internet.

WHAT ARE THE CLASSES LIKE AT THE SCHOOL I AM INTERESTED IN?

World Lecture Hall
http://www.utexas.edu/world/lecture
Web site links to homepages of faculty members world-wide who use the internet to present class materials. A student can compare the format and content of classes at different schools.

I WANT MORE INFORMATION!

Collegiate Net
http://www.collegiate.net/
This "center for all college information" links the reader to sites focusing on various topics such as distance learning, sports, departments, collegiate organizations, school media, and collegiate service sites.

Yahoo Search Engine
http://www.yahoo.com
Search engines are web sites programmed to look for web pages whose information matches the desired subject. Explore under the heading Education: Colleges Resources and Guides. Or try searching the phrases *college information* or *college guide* on other search engines.

If you need more information about deciding on a college, ask your librarian.
Good luck!!! J.M. Payne

Writing Skills for College
A Pathfinder of Internet Resources
Prepared by Lee Bell
LIS 382L
December 3, 1997

There are many things a high school student must do to prepare for college such as picking a good school and finding financial aid, but all of these things are secondary to actually *getting in* to a college. One way to assure acceptance to college is to make sure you have good writing skills. Writing skills are an essential part of a high school education for many reasons such as being able to articulate test answers well and writing research papers and essays. In addition, good writing skills provide a foundation for a college education. Without good writing skills, odds of success in college plummet.

The client for this pathfinder is Vicki Oberstar from the Fond du Lac Schools. The intended audience for the pathfinder is high school students. Possible questions these students might ask include the following: How do I get online tutoring for my writing?
Can I actually get feedback for writing from someone on the Web?
Are there any style guides for writing research papers available online?
What kind of things about writing am I going to need to know for college?
I assumed that students would want to have information on different types of writing, including research papers and essays. I also assumed that some might want some help with grammar.

The client specified Internet resources so websites were the focii of my search. I wanted to find sites that were geared to young people, but not just necessarily high school students. I decided that, since these high school students were preparing for college, it might help to see sites that reflected the kind of writing skills typical of university composition courses. I eliminated sources that were solely for professional writers or that were only geared towards specific types of writing, such as technical writing. I wanted to include sources that had links to other writing resources on the web, but found that many of the sites overlapped in regard to links. Lastly, I wanted to find websites that were interactive.

I began looking for Internet sources using two different search engines. One, Internet Sleuth is a meta-search engine that searches multiple databases at a time. The other was Northern Light, a relatively new search engine. The first search term that I used was "writing skills," but I found that term yielded too many results. Many of the websites found using "writing skills" were not specifically geared towards high school students, but rather writers of any age, professional and otherwise. The search term was helpful though because it led me to a type of website I had been unaware of, the online writing lab.

An online writing lab is a (usually) educational institution based interactive website that provides instruction for writing, either through online handouts, email tutoring or both. I thought many of these sites were extremely helpful, providing lots of information on grammar as well as various writing techniques. For that reason, I tried both of the search engines using the search term "online writing lab." This led me to even more sites that were not necessarily writing labs per se, but sites that provided online writing assistance. I think that the term "online" helped eliminate those sources that were only advertisements for books or tutors that only met in person. Many of the online writing labs I found during this search were subsequently linked over and over in other websites, so in addition to using the search term "online writing lab" I also did a couple of searches using the "not" boolean term for educational institutions that were repeatedly linked by other sources such as Purdue and Bowling Green State University.

Bibliography of sources (Those marked with an * are included in the pathfinder)

1. "Writers on the Net" **[http://www.writers.com]** October, 1997.

This site is a resource for writers who would like to get in touch with other writers on the Internet. The site provides information on mailing lists, online tutoring and mentoring and classes. It does not seem really geared towards young writers but might be helpful anyway.

*2. "Rensselaer Writing Center" **[http://www.rpi.edu/dept/llc/writecenter/web/net-writing.html]** November, 1997.

The Rensselaer Writing Center has one of the most extensive listings of online writing centers on the web, even more extensive than Yahoo!'s listing. Some of the writing lab links found on this page are not found elsewhere.

*3. "Purdue University Online Writing Lab" **[http://owl.english.purdue.edu]** November, 1997.

Purdue's OWL is probably one of the most linked OWLS on the web for good reason. It has lots of resources for writers, including handouts on such topics as spelling, sentence construction and writing research papers. It also has a listing of other OWLs.

*4. "Roane State Community College Online Writing Lab" **[http://www2.rscc.cc.tn.us/~jordan_jj/OWL/owl.html]** November, 1997.

This is another really good online writing lab. One feature I particularly liked about this site is that it had student written samples to help explain various writing topics.

*5. Internet Public Library "A+ Research and Writing" **[http://www.ipl.org/teen/aplus/]** November, 1997.

The Internet Public Library has a writing site specifically for high school and college students. Features of the site include a step by step guide to writing research papers and links to other online writing resources.

*6. Hughes, Anthony "Online English Grammar" **[http://www.edunet.com/english/grammar/index.html]** November, 1997.

This website, based in England, has a multitude of information about English grammar. It is searchable by keyword or alphabetical subject index. Part of the website is the English Grammar Clinic sponsored in part by the Digital Education. Students or teachers may email the clinic with a grammar question and receive an answer posted on the site.

*7. "Inkspot " **[http://www.inkspot.com/young/]** November, 1997.

Inkspot has feature articles for young writers including advice about writing. The site also gives tips on where young writers can post their own writing online,plus find market information for publishing.

*8. Guilford, Chuck "Paradigm Online Writing Assistant" **[http://www.idbsu.edu/english/cguilfor/paradigm/]** November, 1997.

This is an interactive online writer's guide. It is intended for both experienced and inexperienced writers. Materials covered include how to edit and write various types of topics.

*9. "Yahoo's Listing" **[http://www.yahoo.com/Social_Science/Linguistics_and_Human Languages/Languages/English/Grammar]** November, 1997.

Yahoo has a listing of various grammar tools and style guides. Items include different types of dictionaries and thesauri.

10. "Mayo High School Writing Lab" **[http://www.rochesterk12.mn.us/mayo/DEPARTMENTS/English/Writlab/engl0040.html]** November, 1997.

This site had some helpful handouts. I liked the handout that had an explanation of what corrector's marks mean in editing. I decided to leave the site off the pathfinder because many of the links were to Purdue University's OWL Handouts which are already included in the Pathfinder.

11. "The Write Site" **[http://www.thewritesite.com]** November, 1997.

The Write Site is a potpourri of resources for writers. Features of the site include a bookstore, online workshops and a live chat room. The graphics are colorful and appealing, making it an attractive site to visit.

12. "University of Michigan Online Writing and Learning" **[http://www.lsa.umich.edu/ecb/OWL/Resources.html]** November, 1997.

This is another example of an OWL that is informative and interactive. Unfortunately, it seems intended solely for the use of University of Michigan students. It is a good example of the type of resource I would have liked to include on my pathfinder, but did not include because it was not meant for students outside the university.

13. "Texas Center for Reading and Language Arts" **[http://www.tenet.edu/teks/language_arts/]** November, 1997.

This site has lots of resources for teachers, parents and students under "Quick Starts" menu items. It does not solely focus on writing. Some of the links are to e-zines and other literature sources.

14. Millichap, Nancy "WWW Resources for Rhetoric and Composition" **[http:/www.ind.net/Internet/comp.html]** November, 1997.

This is a good source for listings writing resources. There are links to listings of OWLs, college and university writing sources and general web-based writing sources.

15. Jordan-Henley, Jennifer "Cyberspace Writing Center Consultation Project" **[http://www2.rscc.cc.tn.us/~jordan_jj/Cyberspace/cyberproject.html]** October, 1997.

Originally found through the Roane State Community College web site, this web site chronicles the formation of an online realtime tutorial involving graduate students at the University of Arkansas at Little Rock and undergraduates at Roane State. It has interesting information about online writing projects.

* 16. "Northern Light" **[http://www.nlsearch.com]** November, 1997.

This search engine is one of the two that I used in my search for sources. It is a new favorite of mine because the folks at Northern Light employ lots of "turbo-librarians" to organize your search results into handy folders. There is also an option to search Northern Light's database of articles in addition to searching the web.

* 17. "Internet Sleuth" **[http://www.isleuth.com]** November, 1997.

Internet Sleuth is a meta-search engine that allows a user to search multiple databases at a time. Databases included on Internet Sleuth are Excite, Yahoo!, Lycos, Web Crawler and Alta Vista.

* 18. Hansen, Randall S. "Write your way to a better GPA—Indispensible Writing Resources" **[http://www.stetson.edu/~rhansen/writeref.html]** November, 1997.

This page is part of Dr. Randall's "Write your way to a better GPA" website. This listing of writing resources is good because it has several different style guides. Guides included are MLA, Chicago Manual of Style and APA.

19. Page, Melvin E. "A Brief Citation Guide for Internet Sources in History and the Humanities" **[http://www.umich.edu/~debate/research/cite]** October, 1997.

This is a helpful site used for this (and many other papers!) in deciding how to site electronic resources such as websites.

Writing Skills for College
Resources on the Internet

••

Writing skills are an essential part of a college education. Want to brush up on your writing skills? Some of these Internet sources can help you with many aspects of writing: from grammar to how to write a research paper.

••

•Whooo, whoo can help me with my writing skills?•

Ever heard of an **OWL**? It's an Online Writing Lab. Many colleges have them and not all of them are meant just for university students. One way to find these OWLs is by typing the term "online+writing+lab" into a search engine such as,

Internet Sleuth **http://www.isleuth.com**

or

Northern Light **http://www.nlsearch.com**

to get a listing of links to writing lab pages. Another way to find OWLs is by *surfing* through other web pages.

One page that has an extensive listing of OWLs is Rensselaer Writing Center

http://www.rpi.edu/dept/llc/writecenter/web/net-writing.html.

One good example of an OWL that could be helpful is Purdue University's OWL:

http://owl.english.purdue.edu

It has lots of resources for writers, including handouts on such topics as spelling, sentence construction and writing research papers. It also has a listing of other OWLs. Another good OWL is Roane State Community College Online Writing Lab,

http://www2.rscc.cc.tn.us/~jordan_jj/OWL/owl.html

On this site you will find lots of different handouts on different types of writing with some student written samples to help you out.

•Are there any places specifically for young people?•

Go to the Internet Public Library! **http://www.ipl.org/teen/aplus/** .

This site contains some step by step guides for writing as well as some other internet links to go to for help.

Another good place to try is Inkspot.

http://www.inkspot.com/young/

Inkspot has feature articles with advice for young writers as well as some tips on where you can post your own writing online!

For even more help with writing, try Chuck Guilford's Paradigm Online Writing Assistant. He has guides for both inexperienced and experienced writers.

http://www.idbsu.edu/english/cguilfor/paradigm

•So, I know how to write, I just need a style guide•

When you enter college, most professors will insist that you write papers following the rules of a particular style guide such as the MLA Style Guide. You may find web versions of these style guides as well as other grammar help on the web. Again, many of these listings of style guides can be found through other web pages.

"Write your way to a better GPA" **http://www.stetson.edu/~rhansen/writeref.html**

"Yahoo's Listing" **http://www.yahoo.com/Social_Science/Linguistics_and_Human Languages/Languages/English/Grammar.**

•How about just some help with grammar?•

Hughes, Anthony "Online English Grammar"

http://www.edunet.com/english/grammar/index.html

This website, based in England, has a multitude of information about English grammar.It is searchable by keyword or alphabetical subject index. Part of the website is the English Grammar Clinic sponsored in part by the Digital Education. Students or teachers may email the clinic with a grammar question and receive an answer posted on the site.

Hopefully with these websites, your writing skills can get much gooder!

pathfinder prepared by Lee Bell

CHOOSING A CAREER BY LIFESTYLE ANALYSIS:

AN INTERNET RESOURCE PATHFINDER

Michelle L. Gonzales
LIS 382L.3, Fall 1997
Professor Roy
October 8, 1997

CHOOSING A CAREER BY LIFESTYLE ANALYSIS: AN INTERNET RESOURCE PATHFINDER

"Career life planning" is a three-step process that involves self-assessment, exploration of possible occupations, and the formation of a plan to achieve your career goals. Lifestyle analysis, or, more generally, self-assessment, is the process of getting to know yourself, your needs, and your goals. Several aspects of the self must be considered, such as personality, interests, abilities, values, and lifestyle, because all of these factors affect job satisfaction, working style, and career success. For example, your personality affects your working style to the extent that it determines your interactions with supervisors and co-workers, your motivation for working, or your suitability to a particular occupation. Your interests and abilities will also determine your satisfaction in any given type of work. Finally, the type of lifestyle you wish to lead may or may not be achieved by the career path you have chosen, unless you have chosen carefully and with knowledge of yourself and the field you enter. Working through the process of self-assessment and occupational exploration is essential to making sound career choices.

This pathfinder was designed to assist students and counselors in using Internet resources to plan a career path through self-assessment and occupational exploration. It was written for Vicki Oberstar, High School Guidance Counselor and School-to-Work Coordinator at the Fond du Lac Education Division in Cloquet, Minnesota. Fond du Lac Secondary School is an Ojibwe tribal school serving grades 6-12. Students using the method of career life planning will be interested in resources that provide:

1) general information on career life planning theory and practice
2) guidance or tools for the process of self-assessment
3) guidance or tools for the process of occupational exploration
4) general career and job-search assistance

At the request of the client, I considered only Internet resources for this pathfinder. I evaluated sites using several criteria. First, I evaluated content, such as factual or theoretical information, self-assessment or occupational exploration tools, and hypertext links to related sites. Second, I judged the appropriateness of the site for the client. Language, format, and sophistication of the subject matter had to be appropriate for a high school guidance counselor and her student body. I selected sites geared towards young adults or college students rather than those geared towards professional adults, although I have included several "general adult" career sites. Third, I excluded fee-based and restricted-access career counseling information, tools or services; therefore, neither commercial career counseling service providers nor sites offering services to a restricted population such as a university community are covered. Finally, I judged sites on effective organization, aesthetic appeal, clarity of purpose, and ease of use.

I established search terminology using the Library of Congress Subject Headings, beginning with the terms "career counseling" and "vocational guidance." In addition, I consulted a career counseling text, Vernon Zunker's Career Counseling: Applied Concepts of Life Planning, 3d ed. (Pacific Grove: Brooks Cole, 1990) for theoretical background and terminology of career life planning theory. Within the Internet I used two search engines, AltaVista and HotBot, and two Internet guides, Yahoo! and Lycos, to locate specific sites. A list of search terms follows.

- career counseling, career development, career life planning
- occupations, occupational exploration, occupational interests
- personality assessment, personality typing
- self-assessment, self-exploration
- vocational guidance

BIBLIOGRAPHY

Style manual: Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 4th ed. New York: The Modern Language Association of America, 1995.

Web Searching Guides

1. Using Internet Resources to Plan Your Future. Online. Internet. 20-27 Sep. 1997.
http://www.safetynet.doleta.gov/netsource.htm

Provides tips on using the Internet in your job search or career development process. Includes links to the Riley Guide, job search engines, career development manuals, a virtual job fair, and online career magazines. Also provides links to education and financial aid information. The "Choosing a Career" page has links to several self-assessment tools including an interest finder quiz and a personal style worksheet.

General Career Sites (including Job Registries)

2. Career Magazine. Online. Internet. 20-27 Sep. 1997.
http://www.careermag.com

An online magazine containing articles, forums, job listings, directories, a resume bank, and other resources. Although geared more towards active, adult job hunters, it does provide access to "Career Forum," a discussion site that may give insight into workplace conditions and other issues.

3. Maryland Career Net. Online. Internet. 20-27 Sep. 1997.
http://www.careernet.md.us

An extensive and highly informative site maintained by the Maryland State labor bureau. Unique features include definitions of career planning terms and concepts, and an overview of career theory that sets the process of lifestyle analysis in context as just one method of obtaining career satisfaction. Guides you through the three-step process "GET": Get to know yourself, Explore careers, and Take Action.

4. Online Career Center. Online. Internet. 20-27 Sep. 1997.
http://www.occ.com

Calls itself "the Internet's first and foremost career center." Indeed, this site has many resources for the career seeker, from a resume posting service to a Career Forum bulletin board for networking and discussion. Offers a job search engine, several salary information resources, and resources for women and minorities, among other things. Also links to various articles and editorials related to careers and the job market. Check out the Site Map for an idea of what all can be found here.

5. The Princeton Review: So You Want A Career. Online. Internet. 20-27 Sep. 1997.
http://www.review.com/careers

This site has several unique offerings, including self-assessment tools, occupational exploration tools, and an online career forum. It offers the Birkman Career Style Summary , which is a questionnaire that yields a rough estimate of your interests and personal style and makes some suggestions about careers and work environments that might suit you. The Find-O-Rama Career Search Engine allows you to enter an occupation or a key word and retrieve a list of related occupations, as well as descriptive and statistical information on the nature of the work, educational and training requirements, job outlook, and quality of life. The Career Discussion Group allows you to ask questions of professionals regarding their work experiences. This site is well organized and designed for students.

6. The Riley Guide. Online. Internet. 20-27 Sep. 1997.
http://www.dbm.com/jobguide

The premier Internet job site. Provides links to employment opportunities and job resources on the net. Includes job listings and industry resources online, career guides, salary information, a guide to researching employers, and help with job hunting, recruiting, preparing an online resume, or searching the Internet.

7. Teenage Job and Career Sources on the Web- A Guide. Online. Internet. 20-27 Sep. 1997.
http://www.stetson.edu/~rhansen/teens.html

Just what it says: a career development site for teens! This busy site provides an extensive list of web resources and print materials geared for the teenager considering a career or a college major. Offers many links to assessment and exploration tools as well as education, career, and job hunting resources.

8. Westech Virtual Job Fair. Online. Internet. 20-27 Sep. 1997.
http://www.careerexpo.com or http://www.vjf.com

This "virtual job fair" for high-tech careers consists of a career index, a resume center, news on upcoming Career Expos (real-world Westech job fairs), and a job search library. Their High Tech Careers magazine offers an employer directory and links to articles on issues and trends in high-tech careers. Provides links to hundreds of sources on the web.

9. What Color is Your Parachute? The Web Guide. Online. Internet. 20-27 Sep. 1997.
http://www.washingtonpost.com/wp-adv/classifieds/careerpost/parachute/front.htm

The web version of a popular career-planning book by Richard Bolles, a pioneer in career life planning theory, this site is well organized and easy to navigate. It rates career sites on the web and provides links to the best ones. It also includes a bibliography of print materials on personality typing as tool for career development.

Self Assessment and Lifestyle Planning Tool Sites

10. Birkman Career Style Summary. Online. Internet. 20-27 Sep. 1997.
http://cgi.review.com/birkman.cfm

The Birkman Method of career style assessment profiles your interests and goals, work style, underlying needs, and your behavior under stress. The abridged Career Style Summary gives a rough estimate of your interests and style, and provides brief descriptions of careers and work environments that might suit you. For further information, consult The Princeton Review Guide to Your Career.

11. Discover Learning's Career Adventure. Online. Internet. 20-27 Sep. 1997.
http://learningedge.sympatico.ca/careersearch/index.html

A K-12 career exploration site organized around 8 major units: counseling, first-time employment, job searching, resumes, interviews, education resources, financial aid, and careers. Each unit contains an annotated list of the best and/or most relevant web sites. The Counseling unit contains links to resources for research, planning, and guidance; the Careers unit contains links to information about specific career fields. Simple graphics and organization make this site appealing and easy to navigate.

12. Career Development Manual, University of Waterloo Career Services. Online. Internet. 20-27 Sep. 1997.
http://www.adm.uwaterloo.ca/infocecs/CRC/manual

A comprehensive self-exploration workbook. Presents a diagrammatic overview of the career and life-planning process in the form of a staircase containing links to workbook pages and information on topics at each level. Levels are: self-assessment, occupational research, decision making, employment contacts, work, and career/life planning. A Web Top 5% site, a Kaplan Student Choice, and a Parachute Pick Plus. An essential tool - don't miss it.

13. Career Development Process. Online. Internet. 20-27 Sep. 1997.
    http://www.sirius.com/~kimba/career.html

    A guide to Internet career resources and a career development guide useful for anyone seeking vocational guidance. Breaks down the career development process into three phases: self-assessment, career research, and action plan. Self-assessment page provides links to personality inventory tests based on the Meyers-Briggs Type Indicator, career development manuals, and ideal lifestyle inventories; includes a bibliography of print materials on personality typing and its application in career development. Career research page provides links to resources for educational, vocational, and special interest research (e.g. minorities, women). Career action plan includes advice on self-presentation and obtaining workplace information.

14. Career Planning Process. Online. Internet. 20-27 Sep. 1997.
    http://www.bgsu.edu/offices/careers/process/process.html

    An online career counselor workbook that facilitates exploration and information gathering. Aims to help users "synthesize [information], gain competencies, make decisions, set goals, and take action." Units include (I) Self-assessment, (II) Academic/career options, (III) Relevant/practical experience, (IV) Job search/grad school preparation, and (V) Career change. Designed for college students, but the self-assessment unit is appropriate for the present client.

15. CareerPro Personal Profile. Online. Internet. 20-27 Sep. 1997.
    http://www.career-pro.com

    This site is a 20-question personality test much like the Keirsey Temperament Sorter. It is unique in that it returns a personality profile with special emphasis on individual suitability to certain careers.

16. Ideal Lifestyle Inventory. Online. Internet. 20-27 Sep. 1997.
    http://www.bgsu/edu/offices/careers/process/exercise.html

    A short survey that helps you identify your values. It is a self-exploration tool and is not scored. Reveals your preferences and values with respect to place of residence, work location, social status, work climate, education, mobility, financial security, quality of life, etc.

17. Keirsey Temperament Sorter. Online. Internet. 20-27 Sep. 1997.
    http://www.keirsey.com

    Here you can take a version of the Meyers-Briggs Type Indicator called the Keirsey Temperament Sorter. The 15-minute test will be scored to determine your personality type. Then you can read an abridged profile of your type; full profiles can be found in Keirsey's book, Please Understand Me.

Occupational Exploration Tools

18. Career Exploration Links. Online. Internet. 20-27 Sep. 1997.
http://www.uhs.berkeley.edu/CareerLibrary/links/careerme.htm

The site organizes occupations under 20 broad subject headings. Under each heading it provides links to occupational information, educational preparation programs, and information of interest to multicultural groups such as minorities and women.

19. Exploring Occupations- University of Manitoba, Canada. Online. Internet. 20-27 Sep. 1997.
http://www.umanitoba.ca/counselling/careers.html

Offers a select compilation of "career spotlights," a small collection of "occupational profiles," and a fairly comprehensive, alphabetically-arranged list of links to information in various fields of study. Coverage of each field varies, but usually includes a bibliography of relevant books, articles, or reports, and provides links to online resources in each field. A somewhat eclectic collection.

20. NOICC on the Net (National Occupational Information Coordinating Committee) . Online. Internet. 20-27 Sep. 1997.
http://www.noicc.gov

Provides links to government agencies and private organizations concerned with occupational information. Also links to info.net , a resource providing job search assistance, career, education, and financial aid sites, and occupation, labor market, and education statistics. A tool for the counselor, not the student.

21. Occupational Outlook Handbook. Online. Internet. 20-27 Sep. 1997.
http://www.bls.gov/ocohome.htm

A government source for information on over 250 specific careers. Each career "outlook" provides up-to-date information on the nature of the work, working conditions, employment opportunities, training requirements and qualification, job outlook, earning projections, related occupations, and sources of additional information. An essential tool in seeking a career to match your interests and ideal lifestyle.

Career Counseling Companies

22. Pathfinders. Online. Internet. 20-27 Sep. 1997.
http://his.com/~pathfind/pathfinders.html

This company maintains a site with text containing substantial information and advice. It offers career guidance services for a fee, and does not maintain any "freeware" tools. Their site is geared towards adults seeking professional assistance, but the text is applicable for anyone seeking general career planning guidance.

Gonzales, Michelle

CHOOSING A CAREER BY LIFESTYLE ANALYSIS: AN INTERNET RESOURCE PATHFINDER

The process of choosing a career by lifestyle analysis involves (1) identifying your personality, interests, and ideal lifestyle, (2) identifying occupations that are suited to your personal style, and (3) developing an action plan to achieve your career goals.

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1. Obtain general information on the process of career development and life planning.

Career Net http://www.careernet.md.us
Read the overview of career development theory and the definitions of career planning terms and concepts, then learn about the three basic steps of career development.

Career Development Process http://www.sirius.com/~kimba/career.html
This informative site provides an outline of the various steps of the process and offers links to relevant tools and exploration sites.

Using Internet Resources to Plan Your Future http://www.safetynet.doleta.gov/netsource.htm
This site provides tips on using the Internet in your career development or job search process, as well as links to resources of interest.

What Color is Your Parachute? The Web Guide
http://www.washingtonpost.com/wp-adv/classifieds/careerpost/parachute/front.htm
Designed by Richard Bolles, the pioneer of career life planning theory, this site contains general information, tools for career planning on the Internet, and links to the best career sites.

2. Use online self-assessment tools to formulate a picture of your personality type, lifestyle values, interests, and work style.

Birkman Career Style Summary http://cgi.review.com/birkman.cfm
Use the Birkman Method to get a rough estimate of your interests and work style, then review suggestions for suitable careers and work environments.

Career Development Manual http://www.adm.uwaterloo.ca/infocecs/CRC/manual
Work through this step-by-step self-exploration and assessment workbook to identify your interests, values, abilities, experience, and goals.

CareerPro Personal Profile http://www.career-pro.com
This 20-question personality type test returns a descriptive and predictive profile with an emphasis on careers and work environments that suit your type.

Ideal Lifestyle Inventory http://www.bgsu.edu/offices/careers/process/exercise.html
Complete this short, non-scored survey to identify your lifestyle goals and values.

Keirsey Temperament Sorter http://keirsey.com
Take the Keirsey Temperament Sorter to determine your personality temperament (Guardian, Artisan, Idealist, Rational) and type (16 different categories). Then read a profile of your temperament and type and consider how your personality might affect career development, job searching, interviewing, and career satisfaction.

3. Match your personality, interests, and values to careers by exploring occupations. These sites provide information on the nature of the work, working conditions, job outlook, employment opportunity, training and education, and quality of life.

Career Exploration Links http://www.uhs.berkeley.edu/CareerLibrary/links/careerme.htm

Exploring Occupations http://www.umanitoba.ca/counselling/careers.html

Occupational Outlook Handbook http://www.bls.gov/ocohome.htm

4. For more insight into job requirements, work conditions and environments, salaries, and employment opportunities, explore current job listings using search engines at these sites.

The Riley Guide http://www.dbm.com/jobguide

Online Career Center http://www.occ.com

5. Explore these career sites geared toward young adults and teens. They provide additional guidance to hundreds more resources for planning your education and career.

Discover Learning's Career Adventure http://learningedge.sympatico.ca/careersearch/index.html
This site walks you though the process of career development from counseling to employment.

Teenage Job and Career Sources on the Net http://www.stetson.edu/~rhansen/teens.html
This site provides a wealth of resources on education and employment, and is designed especially for teens.

The Princeton Review: So You Want A Career http://www.review.com/careers
An educational site designed to help students to explore career options.

FOR MORE INFORMATION, CONSULT A LIBRARIAN OR CAREER COUNSELOR, AND CONSIDER PRINT RESOURCES AT LOCAL LIBRARIES.

Prepared by Michelle L. Gonzales, University of Texas at Austin, Graduate School of Library and Information Science. LIS 382L.3, Fall 1997.

Internet Resources on Reading Skills for College: A Pathfinder

Britt A. Johnsen
October 8, 1997
LIS 382L.3

Introduction

Every student spends a large part of his or her day reading, whether it be a textbook, a bus schedule, a lunchroom menu, or a web page. Readings skills are essential not only to everyday life, but also to academic success because they are the foundation of study skills. Reading skills include critical thinking, comprehension, memorization, and imagination. As with any skill, reading skills can be improved through guidance and practice.

The college environment demands different types of reading skills, and often expects the student to have made the transition between high school reading levels and college reading levels by the time he or she cracks open the first college textbook. College course work usually involves long reading assignments which the student must complete in a short period of time. College textbooks and scholarly journal articles present information in a denser manner than high school texts or popular magazine articles, and may use more technical language.

I have designed this pathfinder for high schools students and teachers in the Fond du Lac Education Division in Cloquet, Minnesota. My client, Vicki Oberstar, is the High School Guidance Counselor and School-to-Work Coordinator at a school which is remote for a great part of the winter from other schools and libraries. For this reason, Ms Oberstar requested that I design the pathfinder using only Internet resources. Patrons in this setting might be at various reading levels, and may need information on adult literacy as well as hints on how to prepare for college reading. Teachers might require more technically-oriented sites. Every patron can benefit from web sites containing contacts and resources in the local community. Each web site should address patrons' questions in an attractive and logical format.

I selected web sites based on three criteria. Firstly, I avoided commercial sites, that is, sites that were trying to sell some product through advertisements, catalogs, and reviews. These sites often advertised what seemed to be useful products, but contained no information unless the consumer was willing to pay, which I thought inappropriate for the secondary school setting. Secondly, I tried to select sites that are non-technical and contain no research articles or manuscripts. The only instance in the pathfinder where I include these sites are under the "Resources for Teachers" section. Students who need help with developing their reading skills probably do not need to read articles written at a graduate school level. Thirdly, I required the sites to have some degree of substance, and if possible, some sort of reputed authorship. Many of the sites I looked at were simply a list of links that John Doe thought interesting, but contained no substantive information on how to improve reading skills.

I started my search process with the major Internet web guides Yahoo!, Excite, Infoseek, and Lycos. I typed in the subject headings "reading skills," "reading skills for college," "reading comprehension," "reading competency," "adult literacy," and "study skills." I found surprisingly few sites according to the above criteria, and decided I might have more luck by browsing through sites listed under the "education" heading in Yahoo!. I tried to expand my headings by looking under sub-topics I might otherwise think irrelevant, such as "guidance," and "adult and continuing education." I found a few more sites and ideas, but realized I would have to be more creative in designing my pathfinder because of the lack of comprehensive web sites on my topic. The Internet turned out to be a poor tool on the topic of reading skills, possibly because as a medium it does not encourage the activity of reading, but concentrates on selling information instead.

I then consulted ERIC digests, which had information on reading skills for college, but nothing on Internet resources. I decided to fill out my selection of web sites with regional resources and Native American resources, and found a couple sites by searching with the subject headings "Native American education," and "reading and Minnesota." I felt by then that I had a respectable amount of both web sites and ideas to complete a pathfinder.

Annotated Bibliography[1]

1. Allen County Public Library. (Last modified 4 Sept. 1997). "1996 PLA/ALLS Top Titles for Adult New Readers." Internet. http://www.acpl.lib.in.us/Books_News_Links/adult_new_learners1996.html 7 Oct., 1997.

The Allen County Public Library provides an annotated list of forty-two titles covering fiction and non-fiction works. The list is designed for adults who have recently learned how to read, and might need guidance in selecting books appropriate to their reading level and interest. Includes topics from sports careers to the lives of movie stars. Reading level, the price of the item, and publication information are in most of the listings. No full-text is provided.

2. "The American Literacy Council." Internet. http://www.under.org/alc/welcome.htm 7 Oct., 1997.

The American Literacy Council is a non-profit organization which promotes computer software and other products they have created for people who want to learn how to read and write. Their featured product, Spell-Well, is a computer program which corrects misspellings and speaks the corrected word, and is especially effective in high school settings. Spell-Well can be downloaded directly from the site for a fee of $50-$79. The site also gives literacy facts, and describes its other products, most of which are available for under $25.

3. Doc Whiz. (Copyright 1995). "Doc Whiz's How to Student: Book Reading/Study Skills." Internet. http://monster.educ.kent.edu/docwhiz/rdng.html 7 Oct. 1997.

This site begins with a rather humorous picture of Doc Whiz himself, but continues on to provide good, if brief, information on how to approach reading textbooks in different subject areas. He includes three to four points for each subject area, and covers the basics on what students should read for in textbooks. The subject areas include social sciences, science and math, fiction, drama, and poetry.

4. Fowler, Barbara, et al. (Copyright 1996). "Critical Thinking Across the Curriculum Project: Resources in applying Critical Thinking to Reading." Internet. http://www.kcmetro.cc.mo.us/longview/ctac/reading.htm 7 Oct. 1997.

This is an excellent web site created by instructors at Longview Community College in Kansas City, Missouri, to provide resources on critical reading. Directed towards instructors who might want to research the topic, the site includes links to full-text articles on critical reading, reviews of textbooks, and listings of critical reading courses. Special features include a PowerPoint presentation which can be downloaded.

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[1] All sources are cited according to:
Citing Electronic Sources (Austin, TX: University of Texas at Austin, 1996).
Joseph Gibaldi, ed., *MLA Handbook for Writers of Research Papers*, 4th ed. (New York: Modern Language Association of America, 1995).

5. Martin, Donald. (Copyright 1991). "7 How to Improve Reading Comprehension." Internet. http://www.marin.cc.ca.us/~don/Study/7read.html 7 Oct. 1997.

This relatively brief site is part of a forty-eight page pamphlet entitled "How to be a Successful Student," and gives students several tips on how to improve reading comprehension. Martin lists eleven pointers under the heading "Improving Comprehension." Although each pointer is only a few sentences, the brief format is inviting, and introduces the student to important concepts.

6. Maxwell, Martha. (Updated 16 Feb. 1995) "Six Reading Myths." Internet. http://www.dartmouth.edu/admin/acskills/reading.html 7 Oct. 1997.

Maxwell approaches reading skills with what not to do, instead of what to do. She writes with respect to college textbooks, and stresses points missed by many other instructors, such as the importance of skimming college texts, and skipping passages. Maxwell provides a list of steps to follow in skimming for main ideas, and hints as to how authors of college texts emphasize ideas. A realistic and helpful view of how to read college texts.

7. Minnesota Literacy Resource Center. (Copyright 1995-1997). "Minnesota/South Dakota Regional Adult Literacy Resource Center." Internet. http://www.mlrc.stthomas.edu/mlrc/mlrc.htm 7 Oct. 1997.

The Minnesota Literacy Resource Center does an excellent job in providing a wealth of information on local, state, and regional resources for adult literacy. Both teachers and students will find it useful to browse the varied links. Links such as the "National and State News" link helps teachers to remain current on the topic of adult literacy, while the "Other Minnesota Resources" link might offer local support for a student struggling with literacy.

8. Mokhtari, Kouider. *CollegePrep-101*. "Lesson #14: College Study Skills." Internet. http://www2.okstate.edu/lam2717/CP101_Lesson14.html 7 Oct. 1997.

Dr. Mokhtari, an associate professor of reading at Oklahoma State University, has put together a quite comprehensive and well-organized web site which gives practical advice on successful reading and study strategies in the college setting. The text is divided into three sections, "Noting what's important in readings and lectures," "Mastering your material," and "Learning to concentrate." Each section is arranged in a question-answer format, making the material easily applicable to real-life situations. At the end of the page Mokhtari provides questions for additional discussion, which help the student address study issues in current and future educational settings.

9. Ockerbloom, John Mark, ed. (Copyright 1993-1997). "The On-Line Books Page." Internet. http://www.cs.cmu.edu/books.html 7 Oct. 1997.

The On-Line Books Page offers free access to over 5,000 full-text works in English. This site might provide titles which are unavailable in your library, or access to titles when going to the library is not an option. You can search the site easily by author, title, or subject. The editor is an advocate of reading and free speech, and has put together various topics, such as news on latest book listings, and a heading entitled "Features," which had two completed topics of "A Celebration of Women Writers," and "Banned Books On-Line." This site is an adventure for those who want to expand and practice their reading skills online.

10. Public Broadcasting Service. (Copyright 1997). "PBS LiteracyLink." Internet. http://www.pbs.org/learn/literacy/lit-home.htm 7 Oct. 1997.

LiteracyLink promotes adult literacy instruction by using computer, online, and video technology. Funded by the U.S. Department of Education, LiteracyLink is still a work in progress, but promises to be a leader in instructional technology by integrating two video series with online material. Two of the projects, LitLearner and LitHelper, use online lesson modules and online assessment tools to help adults improve skills, such as reading skills, necessary to obtain a high school diploma or equivalent. As yet, no information can be downloaded, but PBS encourages you to send them e-mail.

11. Ramsey, Inez. "Native American Bibliography." Internet. http://falcon.jmu.edu/~ramseyil/indbib.htm 7 Oct. 1997.

This site is a list of forty-three titles that have some connection to Native Americans. Ramsey divides the list into nine categories including, "Fiction about Native Americans," "Fiction by Native Americans," "Nonfiction," "Biography," and "Poetry." Most entries contain a brief description of the work, author(s), title, publisher information, recommended grade level, and a review source. This bibliography not only encourages reading and provides a recommended reading level, but also provides exposure to titles which may offer more culturally-relevant works to read. No full-text is available.

12. "Resources and Assessment for Adults with Learning or Reading Problems." Internet. http://www-leland.stanford.edu/group/dss/Info.by.disability/Learning.Disabilities/assesment.chechlist.PERC.html 7 Oct. 1997.

Sometimes reading problems are caused by a learning disability. This site offers preliminary information in non-technical language on signs of learning disabilities in adults, the diagnostic process, and where to turn for help and additional information. The site has a checklist of behaviors typical of someone who has a learning disability, and describes the testing process used to diagnose the disability. A list of agencies and their phone numbers is provided to help people find professionals to perform the testing.

13. Shermis, Michael, David Smith, and Stephen Stroup. (Last updated 16 June 1997). "ERIC Clearinghouse on Reading, English, and Communication." Internet. http://www.indiana.edu/~eric_rec/ 7 Oct. 1997.

ERIC, the Educational Resources Information Center, is a government-sponsored project that gathers educational materials, publishes annotations of journal articles, and maintains a computer database. This site is ideal for teachers who need to research topics in education, ask questions, or explore educational issues, such as literacy. ERIC offers many services, including Current Research Summaries (Digests), bibliographies, and AskERIC question and answer service. A good place to go for further, more in-depth information on educational topics.

14. SNAP Technologies, Inc. (Copyright 1996, 1997). "CollegeEdge: Start--Articles and Information." Internet. http://www.collegeEdge.com/START/art/art_toc.stm 7 Oct. 1997.

SNAP Technologies packages their information in this web site in a very "snappy" manner - all information is presented in a brief format. The page is a list of links under the heading "Study Tips," of which the first five links are relevant to reading skills for college. The link "Study Methods" lists two methods which might help students develop a better process of reading college material, the "PQRST" method and the "SQ3R" method. This site does not provide substantive coverage of reading skills, but is presented in a format most users may find appealing to read through.

15. SoftSeek Inc. (Copyright 1996-1997). "Lectra - English." Internet. http://www.softseek.com/Education_and_Science/Reading_Writing_and_Grammar/Review_7135_index.html 7 Oct. 1997.

This site is one of the only sites available which allows you to download for free a program, "Lectra," that will help you improve your reading, memory, and vocabulary skills. Lectra includes fourteen exercises on topics such as "Incomplete sentence," "Fast reading," and "Alphabetical Order." The program seems to be designed by a French person, which might cause translation problems in the actual exercises.

16. Summer Institute of Linguistics, Inc. (Copyright 1997). "What are reading skills?" Internet. http://www.sil.org/lingualinks/library/literacy/glossary/cjJ459/krz809.htm 7 Oct. 1997.

Lingualinks is a non-profit organization for professionals in the field of language and linguistics. It has designed a glossary of terms related to language, such as reading skills, literacy, comprehension, and so on. Each entry allows you to click on other terms which are related to the main entry, permitting you to maneuver between entries with great speed. Use this site to define any terms you are unfamiliar with, or are not quite sure of. This would be a good site to bookmark, as terms will continuously appear in your endeavor to improve reading skills.

17. Thompson, Jane. (Last updated 2 May 1997). "On-Book: An Introduction to the Study of Literature." Internet. http://www.uwm.edu/People/jat 7 Oct. 1997.

A useful site for high-school and college students who are beginning to study literature and feel overwhelmed by terminology and literary theory. Thompson is a college instructor and seems to understand struggles students may have in approaching literature. This site will help students who need to fine-tune their reading skills, and familiarize them with concepts used in college English literature classes. Thompson also provides details on how to cite sources, including this page!

18. U.S. Department of Education. (Last updated 11 Sept., 1997). "Education Resource Organizations Directory (EROD)." Internet. http://www.ed.gov/programs.html#map 7 Oct., 1997.

The Education Resource Organizations Directory is a good place to search for regional information on topics connected with education, such as literacy. Simply click on a state on the pictured U.S. map, such as Minnesota, and you are transported to a page which provides a list of several Minnesotan organizations. Each entry includes information such as phone, fax, e-mail addresses, and web site addresses. The EROD home page link explains how to search under different topics for however many states you are interested in.

19. Virginia Tech. "Study Skills Self-help Information." Internet.
    http://www.ucc.vt.edu/stdysk/stdyhlp.html 7 Oct. 1997.

Virginia Tech's web site is a very comprehensive guide to finding information on reading skills. This page provides a series of links on study skills, which include page-long guides such as "How to Read Essays You Must Analyze," "How to Read a Difficult Book," "SQ3R - A Reading/Study System," Survey Reading Techniques," and "Suggestions for Improving Reading Speed." These links will give you a good idea of the issues college students address in reading their assignments, and provide valuable advice to prepare for college reading.

Internet Resources on Reading Skills for College: A Pathfinder[2]

Reading Skills Defined

Reading skills are those abilities which help you read writing with independence, comprehension, and fluency. They help you mentally interact with the message, and retain the meaning beyond the words of a text.[3]

- Summer Institute of Linguistics, Inc. (Copyright 1997). "What are reading skills?" Internet. http://www.sil.org/lingualinks/library/literacy/glossary/cjJ459/krz809.htm 7 Oct. 1997.

  Use this site to define any terms you are unfamiliar with, or are not quite sure of. This would be a good site to bookmark.

Help for those with literacy and disability problems

I have serious problems reading my high school textbook - where can I find help?

- "Resources and Assessment for Adults with Learning or Reading Problems." Internet. http://www-leland.stanford.edu/group/dss/Info.by.disability/Learning.Disabilities/assesment.chechlist.PERC.html 7 Oct. 1997.

  Sometimes reading problems are caused by a learning disability. This site offers preliminary information in non-technical language on signs of learning disabilities in adults, the diagnostic process, and where to turn for help and additional information.
- Minnesota Literacy Resource Center. (Copyright 1995-1997). "Minnesota/South Dakota Regional Adult Literacy Resource Center." Internet. http://www.mlrc.stthomas.edu/mlrc/mlrc.htm 7 Oct. 1997.

  The Minnesota Literacy Resource Center does an excellent job in providing a wealth of information on local, state, and regional resources for adult literacy. The "Other Minnesota Resources" link might offer local support for a student struggling with literacy.

Tips and exercises for reading skills

Who can give me some advice on how to improve my reading skills? How is college reading different from high school? How can I practice?

- Virginia Tech. "Study Skills Self-help Information." Internet. http://www.ucc.vt.edu/stdysk/stdyhlp.html 7 Oct. 1997.

  This page provides a series of links on study skills, which include page-long guides such as "How to Read Essays You Must Analyze" and "How to Read a Difficult Book." These links will give you a good idea of the issues college students address in reading their assignments.
- Maxwell, Martha. (Updated 16 Feb. 1995) "Six Reading Myths." Internet. http://www.dartmouth.edu/admin/acskills/reading.html 7 Oct. 1997.

  Maxwell approaches reading skills with what not to do, instead of what to do. She provides a list of steps to follow in skimming for main ideas, and hints as to how authors of college texts emphasize ideas. A realistic and helpful view of how to read college texts.
- SoftSeek Inc. (Copyright 1996-1997). "Lectra - English." Internet. http://www.softseek.com/Education_and_Science/Reading_Writing_and_Grammar/Review_7135_index.html 7 Oct. 1997.

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[2] This pathfinder was created by Britt Johnsen.

[3] Summer Institute of Linguistics, "What are reading skills?" (1997): online, Internet, 7 Oct. 1997.

This site is one of the only sites available which allows you to download for free a program, "Lectra," that will help you improve your reading, memory, and vocabulary skills. Lectra includes fourteen exercises on topics such as "Incomplete sentence" and "Fast reading."

- Thompson, Jane. (Last updated 2 May 1997). "On-Book: An Introduction to the Study of Literature." Internet. http://www.uwm.edu/People/jat 7 Oct. 1997.

  A useful site for high-school and college students who are beginning to study literature and feel overwhelmed by terminology and literary theory. This site will help students who need to fine-tune their reading skills, and familiarize them with concepts used in college English classes.

Resources for teachers

I need to find research on reading skills - I am thinking of covering some methods in my class. Where would be a good place to look?

- Fowler, Barbara, et al. (Copyright 1996). "Critical Thinking Across the Curriculum Project: Resources in applying Critical Thinking to Reading." Internet. http://www.kcmetro.cc.mo.us/longview/ctac/reading.htm 7 Oct. 1997.

  Directed towards instructors who might want to research the topic, the site includes links to full-text articles on critical reading, reviews of textbooks, and listings of critical reading courses. Special features include a PowerPoint presentation which can be downloaded.
- Shermis, Michael, David Smith, and Stephen Stroup. (Last updated 16 June 1997). "ERIC Clearinghouse on Reading, English, and Communication." Internet. http://www.indiana.edu/~eric_rec/ 7 Oct. 1997.

  ERIC, the Educational Resources Information Center, is a government-sponsored project that gathers educational materials, publishes annotations of journal articles, and maintains a computer database.

Bibliographies and online resources of reading material for new and practiced readers

- Allen County Public Library. (Last modified 4 Sept. 1997). "1996 PLA/ALLS Top Titles for Adult New Readers." Internet. http://www.acpl.lib.in.us/Books_News_Links/adult_new_learners1996.html 7 Oct., 1997.

  This annotated list is designed for adults who have recently learned how to read, and might need guidance in selecting books appropriate to their reading level and interest. Reading level, the price of the item, and publication information are in most of the listings.
- Ockerbloom, John Mark, ed. (Copyright 1993-1997). "The On-Line Books Page." Internet. http://www.cs.cmu.edu/books.html 7 Oct. 1997.

  The On-Line Books Page offers free access to over 5,000 full-text works in English. This site might provide titles which are unavailable in your library, or access to titles when going to the library is not an option.

Local and Native American resources

Where can I locate reading material which addresses my own cultural identity?

- * U.S. Department of Education. (Last updated 11 Sept., 1997). "Education Resource Organizations Directory (EROD)." Internet. http://www.ed.gov/programs.html#map 7 Oct., 1997.
- Ramsey, Inez. "Native American Bibliography." Internet. http://falcon.jmu.edu/~ramseyil/indbib.htm 7 Oct. 1997.

UNDERSTANDING YOURSELF THROUGH INFORMAL ASSESSMENT:

A PATHFINDER TO INTERNET RESOURCES

prepared by

Rex Griffin Pyle

LIS 382L.3

Information Resources in the Social Sciences

Dr. Loriene Roy

October 8, 1997

UNDERSTANDING YOURSELF THROUGH INFORMAL ASSESSMENT:

A PATHFINDER TO INTERNET RESOURCES

The high school years are crucial years of growth. Boys and girls mature into young men and women, and with these changes often comes confusion about personal identity. Informal assessment is one way that people can learn about themselves and come to grips with these changes. Informal assessment is a process of self questioning and self observation, usually mediated by some oral or written guide. The ultimate value of informal assessment is that ideally it leads to introspection and, eventually, a deeper understanding of self. This, in turn, allows people to gain control over their futures.

This pathfinder, prepared for use by high school students in the Fond du Lac Education Division, is intended to guide students to various internet sources which are concerned with informal assessment or self evaluation. In choosing sources for this pathfinder, my primary criterion was that selected internet sites be appropriate for classroom use in a high school setting. This led me to automatically eliminate internet sites that inherently espoused particular religious, philosophical, or pseudoscience points of view. I also rejected commercial sites that exist for the sole purpose of selling books on self assessment. I did make an effort to include some entertaining sites, that is, sites that had fun personality tests such as The Nerdity Test and The Lipstick Color Test. My assumption was that students would gain more from the experience of self assessment if they were enjoying themselves at the same time. Finally, I tried to keep in mind some questions that students might ask about this topic. These included "What is informal assessment?" "Why undergo informal assessment?" and "What are some concrete applications of informal assessment?"

My search for appropriate sources began in the reference room at the Perry-Castañeda Library at the University of Texas at Austin. I looked up the term "informal assessment" in a number of psychological dictionaries, including the Dictionary of Counseling by Donald Biggs and A Comprehensive Dictionary of Psychological and Psychoanalytic Terms: A Guide to Usage by Horace and Ava English. In these dictionaries I searched for both definitions and synonyms of "informal assessment." Next, I took my newly found search terms (informal assessment, intuitive assessment, self evaluation, self assessment, and self test) and combined them in Boolean relationships with phrases such as "understanding yourself" and "high school." I performed these searches on the Web using the search engines AltaVista and HotBot. After performing each search, I then looked at each site in order to determine its appropriateness to the scope and purpose of this pathfinder.

Ideally, this pathfinder will be only the beginning of a long life of introspection and learning.

ANNOTATED BIBLIOGRAPHY

In citing sources I have used the following style manual:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: MLA, 1995.

Print Sources

1. Corsini, Raymond J., ed. Concise Encyclopedia of Psychology. New York: John Wiley & Sons, 1987.

This is one of the essential reference works in the field of psychology. As the book's title suggests, entries are brief (few are more than 2 pages), yet they are very well written. Has an excellent discussion of personality assessment, personality theories, and personality typing.

2. Corsini, Raymond J., ed. Encyclopedia of Psychology. New York: John Wiley & Sons, 1994.

This 4-volume set is actually the "parent" of the Concise Encyclopedia of Psychology by the same author. The topics covered are basically the same, but they are given much more detailed and lengthy coverage. This scholarly source is fully indexed and also includes an appendix of biographical entries.

3. Goldenson, Robert M. Longman's Dictionary of Psychology and Psychiatry. New York: Longman, 1984.

Another classic reference work in the field of psychology. Though a bit on the scholarly side, it does provide the reader with some readable, concise definitions. Also, it has an appendix of psychological tests which are discussed within the main body of the text.

Search Engines

4. AltaVista. Online. Internet. http://www.altavista.digital.com/. September 20-October 4, 1997.

This is always my first choice in search engines. It is extremely user-friendly, and allows both simple searches and advanced searches (for more than one search term). It is also not too cluttered with graphics and has a good help screen.

5. HotBot. Online. Internet. http://www.hotbot.com/. September 20-October 4.

I am fairly new to HotBot but have found it very helpful. In my experience, it generally retrieves fewer hits than does AltaVista, but these tend to be more relevant to my search terms. HotBot also allows for both simple searching and Boolean searching.

Internet Resources

6. Barbarian's Online Tests Page. Online. Internet. http://www.iglobal.net/psman/prstests.html. September 20, 1997.

This fun and graphically pleasing site includes links to many test sites. These test are divided into three categories: intelligence tests, personality tests, and other tests and surveys. The tests included range from the Kiersey Temperament

Indicator to The Nerdity Test.

7. Career Development Manual, University of Waterloo Career Services. Online. Internet. http://www.adm.uwaterloo.ca/infocecs/CRC/manual. October 4, 1997.

This site provides a good introduction to the applications of self assessment to making career choices. The "self assessment tier" of this site is divided into six sections: personality and attitude, skills and achievements, knowledge and learning styles, values, interests, and entrepreneurism. The site contains worksheets that can be printed out and completed by students, as well as a bibliography of career assessment sources in print.

8. Career Services--I Gotta Be Me!: Volume I--Self Information. Online. Internet. http://www.uwec.edu/Admin/Career/vol1/vol1.html. September 20, 1997.

This site contains many "infolinks" to other internet sites, including a work values questionnaire and a self assessment manual, which provides a good discussion of the "why's" of self assessment. This site is only one part of the career services site of the University of Wisconsin-Eau Claire, and it is worth looking at the rest of this site. Unfortunately, some parts of this internet site are accessible only by UWEC students, but it is still a useful resource.

9. Computerized Self-Help Bibliography. Online. Internet. http:207.87.223.39/

psyhelp/biblio/bibliog.htm. September 20, 1997.

This site is actually a listing of print sources (mostly books) covering a variety of topics, including self assessment. These sources are listed in a computer-guided hierarchy which gradually narrows topics down until the desired sources are reached. While this site is not of immediate use on the internet, it does direct the user to other helpful sources.

10. FAQ--A Summary of Personality Typing. Online. Internet. http://www.
worklife.com/faq-mbti.html. September 22, 1997.

This site provides a good, novice-level discussion of Jung's Theory of Personality Types. It also discusses various reasons for personality typing, as well as some pros and cons of the process. Finally, it links to an online version of the Kiersey Temperament Sorter, which the user can take online and then have scored.

11. Infosurf: Career and Job Information. Online. Internet. http://www.library.
ucsb.edu/subj/career.html. October 4, 1997.

This is another college-based site which focuses on self evaluation for the purpose of career choice. It has a good page on self assessment resources with links to the Kiersey Temperament Sorter, the Holland Type Assessment, the Berkman Career Style Summary, and the Career Doctor. This excellent site is sponsored by the library at the University of California at Santa Barbara, and is definitely worth a look.

12. Overview of Purpose/Description of the Myer-Briggs Type Indicator (MBTI). Online. Internet. http://www.union.edu/career/CDC/CRH.HO.MBTI.html. September 20, 1997.

This is a good introduction to one of the most popular personality tests used today. The site provides a good evaluation of the MBTI, including a discussion of what the test does and what it does not measure. The text of this site is sure to provoke introspection in the student and to help further self-understanding.

13. Personality Online. Online. Internet. http://www.catech-uk.com/fresh/index.shtml. October 6, 1997.

This personality testing site, which is graphically quite pleasing to the eye, includes links to several tests. These include the Motivational Style Profile, the Enneagram, the Kiersey Personality Test Sorter, and the Color Test. All of these links include not only the tests themselves, but also information about the tests.

14. Stick-Figure Analysis. Online. Internet. http://www.roark.com/jcbancroft/stick.html. September 20, 1997.

This commercial site provides a brief introduction to stick-figure analysis, which is similar to the famous draw-a-man test. Ms. Bancroft specializes in a combination of handwriting analysis and stick-figure analysis. For a $9.00 fee, she will analyze your own samples via the mail.

15. Test Jungle: Body-Mind QueenDom's Test Collection. Online. Internet. http://www.quendom.com/test_html. September 22, 1997.

This internet site is similar in scope and purpose to the Barbarian's Online Tests Page, but its organization is much more detailed. The test links are categorized into twelve areas, including personality tests, general health and lifestyle assessment, funny personality tests, and mental and emotional health assessment. Many of the links also provide information about the tests.

UNDERSTANDING YOURSELF THROUGH INFORMAL ASSESSMENT: A PATHFINDER TO INTERNET RESOURCES

prepared by

Rex Griffin Pyle

This pathfinder has been prepared for the use of high school students at the Fond du Lac Education Division in Cloquet, Minnesota. In using this pathfinder, please keep in mind that all of these internet sites offer only suggestions as to how to assess yourself and your personality. No one fits into any one mold, and these sources only indicate tendencies. Personal introspection is still the most useful medium for learning about yourself.

For a good introduction to self assessment, go to these internet sites:

FAQ--A Summary of Personality Typing

http://www.worklife.com/faq-mbti.html

Career Development Manual, University of Waterloo Career Services

http://www.adm.uwaterloo.ca/infocecs/CRC/manual

To find a list of print sources (like books) about self evaluation, try this internet site:

Computerized Self-Help Bibliography

http://207.87.223.39/psyhelp/biblio/bibliog.htm

To find some fun assessment tools, go to these internet sites:

Barbarian's Online Tests Page

http://www.iglobal.net/psman/prstests.html

Test Jungle: Body-Mind QueenDom's Test Collection

http://www.queendom.com/test_col.html

To find some more serious personality tests. check out this internet site:

Personality Online

http://www.catech-uk.com/fresh/index.shtml

To see some practical applications of self assessment, look at these internet sites:

Career Services--I Gotta Be Me!: Volume I--Self Information

http://www.uwec.edu/Admin/Career/vol1/vol1.html

Infosurf: Career and Job Information

http://www.library.ucsb.edu/subj/career.html

To perform your own searches for internet sites on self assessment, use these search engines:

(A search engine is an internet site that you can use to search for other internet sites on specific topics. Use search terms like self assessment, self evaluation, and self test. Each of these search engines has a "help" screen to teach you how to search for internet sites.)

AltaVista

http://www.altavista.digital.com/

HotBot

http://www.hotbot.com/

Remember that all of these sites are only tools that can help you learn more about yourself. I hope that you have fun using this pathfinder, and that it is only the beginning of a life of introspection and learning.

Preparing for College: Life Skills
A Pathfinder of Internet Resources

Christina Holmes
LIS 382L.3
October 8, 1997

Life skills are those employed by people on a daily basis that allow them to function in society. Important abilities include maintaining personal hygiene, washing laundry, shopping for and preparing a meal, and cleaning house. Other important knowledge for people to have is budgeting money and balancing a checkbook, accessing public transportation, and knowing whom to call to connect their public utilities.

When preparing for college, students need these important skills. Starting college means the beginning of an independent life. Many young adults who have lived at home with either their parents or guardians are not prepared for that independent life. What college-bound students should learn are practical skills that will help them succeed in college and lead to an independent life.

Students preparing for college find that their needs are twofold. They need to become capable of taking care of themselves and they need to be able to find reliable information about different colleges, financial aid, and college life. College places different expectations on students than high school. College-bound students can prepare themselves by gaining daily living skills and learning what to expect in college.

This pathfinder is for Vicki Oberstar and the high school students she works with who are preparing for college. Ms. Oberstar is the guidance counselor and school-to-work coordinator at the Fond du Lac Education Division in Northern Minnesota. The high school students attend the Fond du Lac Ojibwe School that teaches grades 6-12. Ms. Oberstar is interested in resources available on the Internet for the college-bound student. She wants information that combines the search for colleges and financial aid with resources for practical living skills. The purpose of this pathfinder is to lead the users to sources on the Internet where they can find this information.

I started my search for sources with general Internet search engines such as Yahoo!, Alta Vista, and HotBot. Search terms I had success with are "college resources," "college life," and "college survival guides." The terms "life skills" and "daily living skills" did not work as they lead to sites about people with disabilities or the elderly. I also had success with a broad category search in Yahoo under "Education." As I surfed the Web, I followed links that looked as if they would be relevant to my topic of colleges and college life. Print materials such as the book The Internet Yellow Pages by Harley Hahn yielded at least one relevant source.

As I searched web sites I looked for those that met the criteria of either discussing the process of applying for college or discussing aspects of college life and survival. I included in my bibliography a couple of sites that do not particularly mention college, but are relevant to the theme of life skills in general. As the Internet changes so fast, I included only those sites that seemed to be maintained on a regular basis. Authority was important, but not a strict criteria. I looked for attractiveness, interest, amount of information, and factual qualities. My hope is that the college-bound students at Fond du Lac will use this pathfinder as a stepping stone to pursue their own searches on the Internet.

Bibliography*

1. Chudler, Eric. "Student Recipes." 1996. http://www.yumyum.com/student/ (Oct. 1997).

- Quick, easy recipes for busy students
- Lists needed utensils
- Recipes for such things as chicken, eggs, ground beef, desserts

2. College Entrance Examination Board and Educational Testing Service. "College Board Online." 1995. http://www.collegeboard.org/index.html (Sept. 1997).

- Important college information for students, parents, and counselors
- Handy "Calendar for the College Bound" that gives dates for the SAT and other tests
- Access to CSS/Financial Aid PROFILE™, a program of the College Scholarship Service®, the financial aid division of the College Board
- Gives 1997-1998 college costs
- Online SAT registration
- User can type in own search

3. CondéNet. "Epicurious: Food for People Who Eat." 1997. http://food.epicurious.com (Sept. 1997).

- Fun, unique site for access to recipes; allows user to search the site by keyword
- Comprehensive online dictionary to define food and cooking terms
- Tells the user what is fresh at farmers' markets around the country

4. Digital Equipment Corporation. "Alta Vista." 1997. http://www.altavista.digital.com (Sept. 1997).

- An Internet search engine that allows the user to search the Web or Usenet
- User can choose a simple search or advanced search for specific queries
- User can choose which language in which to search

5. Government Printing Office. "Pathway Services." http://www.access.gpo.gov/su_docs/dpos/pathbrws.html

- This site is part of the GPO Access, making government information easily assessible
- Based on The Guide to U.S. Government Information
- Allows user to browse subject topics alphabetically, such as E for education

6. Hot Wired, Inc. "Hot Bot: The Wired Search Center." 1997. http://www.hotbot.com (Sept. 1997).

- An Internet search engine that allows the user to choose how it will search for the given term; for example, "all the words," or "exact phrase"
- Contains a section called "Cybrarian" which allows the user to search under broad subject categories
- User can limit search term or phrase by date and continent and by type of URL, such as .org, .com, or .edu

7. Lei, Polin P. "Nutrition and Health." July 1997. http://www.ahsc.arizona.edu/nutrition (Sept. 1997).

- This attractive, useful site is a link from the Arizona Health Sciences Library web page
- A table displays links to a variety of different health and nutrition categories such as "Diseases and Health," "Consumer Information," "Foods and Recipes," and "Vitamins and Antioxidants"

8. Millis, Lance A. "College Prep 101: A Course to Help Students Prepare for College." http://www2.okstate.edu/lam2717/CollegePrep101.html (Sept. 1997).

- An online course from Oklahoma State University, College of Education and Division of Student Affairs
- A series of 23 lessons geared toward the high school student on such topics as choosing a college, campus visits, campus living, roommates, study skills, multiculturalism, transition to college, and time and stress management
- Each lesson followed by a short list of questions for the student to think about

9. Pacific Union College. "Br@in 'zine: The Cosmic Guide to Surviving College." 1996. http://www.puc.edu/PUC/cooltools/Brain/index.html (Oct. 1997).

- A fun site full of practical advice for the college student in the form of an online magazine
- Includes a "Features" section called "Gr@y Matter" discussing such topics as "8:00am Class Survival," "Freshman 15," and "Roomates"
- Also contains a "News" section called "Br@in Waves"

10. Panmedia. "Learn2.com." 1997. http://www.learn2.com/ (Sept. 1997).

- An invaluable site containing practical "how-to" information on a large variety of subjects
- Allows the user to search the site by keyword or concept or just browse
- "2torials" include food and entertaining, health and living, financial matters such as balancing a checkbook, personal care, cleaning, and washing, drying and folding laundry

11. Pejsa, Jack. "The Student Survival Guide: An Internet Resource Guide for Success in College." 1995-1997. http://www.luminet.net/~jackp/survive.html (Sept. 1997).

- This site lists practical advice for college students in the form of "10" lists, such as "10 tips for survival in the classroom," "10 tips for improving your writing skills," and "10 possible consequences of cheating at school"
- Contains links to Internet search engines such as "Alta Vista" and "Yahoo!"
- This site has won Internet awards including "USA Today Hot Site" and "Pioneer Planet Hot Site"

12. Peterson's. "Petersons.com: The Education & Career Center." 1997. http://www.petersons.com (Sept. 1997).

- An easily navigable site for those looking for information about colleges and careers
- Searchers can access information on studying abroad, careers and jobs, testing and assessment, and student resources
- Contains links to colleges; search by name or location and 2 year or 4 year degrees
- The user can access information on financing college

13. Procter & Gamble. "The Tide Clothesline®." Aug. 1997. http://www.clothesline.com (Sept. 1997).

- A commercial site that contains useful, basic information on laundry
- Tips for beginners include how to sort and pretreat laundry and choose water temperature
- Also contains tips on caring for different kinds of apparel and reading clothing labels

14. SNAP Technologies, Inc. "CollegeEdge." Oct. 1997. http://www.collegeedge.com (Sept. 1997).

- A useful site that allows the browser to access information on choosing a college and exploring careers and majors
- Also contains information on college life; getting along with roommates, packing for college, stress and safety on the college campus, and picking and buying a computer
- The browser can choose to type in his/her own search

15. Universal Algorithms, Inc. "CollegeNet." 1997. http://www.collegenet.com (Sept. 1997).

- A site for finding information on colleges and financial aid
- Has links for applying to colleges online
- Allows user to search by 4 year U.S. colleges, 4year colleges by state map, or community, technical, and junior colleges
- "CollegeNet Lists" is a list of schools that meet certain criteria, such as research one schools or women's schools
- Take a 3D campus VRML tour of Virginia Tech

16. U.S. General Services Administration. Consumer Information Center. "Consumer Information Catalog." http://www.pueblo.gsa.gov (Sept. 1997).

- Allows the user to access full-text versions of the short information pamphlets published by the Consumer Information Center on such topics as employment, food and nutrition, health, and money
- Users can pick a link from a table of broad subject headings or type his/her own search term using the CIC search tool
- Link to the 1997 "Consumer Resources Handbook"
- Links to Internet search engines such as "Excite," "Webcrawler," "Lycos," and "Government Wide Search Service"

17. USMall, Inc. "Internet College Exchange." 1995.
http://www.usmall.com/college/index.html (Sept. 1997).

- The "Internet College Exchange" or "ICX" is a "Magellan 4 Star Site"
- Contains link to "College Night" to find information on different colleges and universities around the country
- Link to "Dunce's Cap Newsletter," a newsletter written for high school students to help them in their search for a college; the newsletter is free to all high schools and students via e-mail
- Scholarship search link

18. U.S. News & World Report. "U.S. News Online: Colleges and Career Center." 1997. http://www4.usnews.com/usnews/edu/home.htm (Oct. 1997).

- Allows the user to type in a school name and get information about admissions, academics, financial aid, and campus life
- The browser can access links on getting into college and financial aid
- A particularly useful link on the main page called "tips for college freshman" leads the browser to another link called "College Survival Guide" with practical information for the student about such topics as cooking, roommates, and household repairs

19. Valencia Community College. "Student Life Skills/Student Success." 1996.
http://valencia.cc.fl.us/lrcwest/stulifsk.html (Oct. 1997).

- A site that lists other sites that are potentially helpful to the student; links to other education sites
- Browsers can access sites for study skills, time management skills, and test anxiety among others

20. Yahoo! Inc. "Yahoo!" 1994-1997. http://www.yahoo.com (Sept. 1997).

- An Internet search engine to search the World Wide Web
- User can type in own search or browse through 14 broad subject categories including "Education"
- Search options include an advanced search

*Grossman, Marj. "Citing Electronic Resources--MLA Style." Sept. 1997.
http://santarosa.edu/library/mla.shtml (Oct. 1997).

PREPARING FOR COLLEGE: LIFE SKILLS

A PATHFINDER OF INTERNET RESOURCES

As students prepare for college, one of the first things they do is decide which college to attend and then they look for options to finance school. Students preparing for college should also arm themselves with knowledge of practical skills that will lead them to a successful college career and an independent life.

INTERNET SEARCH ENGINES

fast, easy ways to start a search on the World Wide Web

○Hot Wired, Inc. "Hot Bot: The Wired Search Center." 1997. **http://www.hotbot.com** (Sept. 1997).
Type in such search phrases as "college resources" and "college survival guides" to find information on colleges and college life

○Yahoo! Inc. "Yahoo!" 1994-1997. **http://www.yahoo.com** (Sept. 1997).
Try searching under the broad subject heading of "Education" and follow links that look interesting and fun

✍ ✍If you are having problems searching, try using the online "help" that each search engine provides. They will give you useful tips on defining your search to maximize the number of relevant "hits" you get.✍ ✍

COLLEGES, FINANCIAL AID, AND TESTING

useful sites to find information on various colleges and universities, scholarship and financial aid, college testing, and applications

○College Entrance Examination Board and Educational Testing Service. "College Board Online." 1995. **http://www.collegeboard.org/index.html** (Sept. 1997).
Search this site for 1997-1998 college costs or find out when the SAT and other important tests are being given this year by clicking on "Calendar for the College Bound." This site also allows you to fill out a CSS/Financial Aid PROFILE™ online that can be used by your college to determine your financial aid award.

○Peterson's. "Petersons.com: The Education & Career Center." 1997. **http://www.petersons.com** (Sept. 1997).
Here you can search for a college by name or location or by 2 year or 4 year degrees. You can also find information on studying abroad, careers and jobs, and testing and assessment.

○SNAP Technologies, Inc. "CollegeEdge." Oct. 1997. **http://www.collegeedge.com** (Sept. 1997).
Browse this site for information on choosing a college and exploring majors. You can also access useful information about college life, such as getting along with your roommate, packing for college, and picking and buying a computer.

○Universal Algorithms, Inc. "CollegeNet." 1997. **http://www.collegenet.com** (Sept. 1997).
You can take a virtual tour of the Virginia Tech campus on this site and also search for colleges. If you want to apply, this site has a link to applications online.

GOVERNMENT SOURCES

available to search for more useful information on education and life skills

○U.S. General Services Administration. Consumer Information Center. "Consumer Information Catalog." **http://www.pueblo.gsa.gov** (Sept. 1997).
Here you will find full-text versions of the short information pamphlets the Consumer Information Center publishes and sells. You can pick a link from the table of subject categories such as "Employment," "Food and Nutrition," or "Money." Click on "CIC Search" and you can enter your own query or link to an Internet search engine such as "Excite" or "Webcrawler."

COLLEGE LIFE AND SURVIVAL GUIDES

fun and interesting to find advice on how to be a successful college student

✪Millis, Lance A. "CollegePrep 101: A Course to Help Students Prepare for College."
http://www2.okstate.edu/lamz/17/CollegePrep101.html (Sept. 1997).
This site is an online course of 23 lessons geared toward the high school student. Take lessons on choosing a college, campus visits, campus living, roommates, study skills, multiculturalism, and time/stress management.

✪Pacific Union College. "Br@in 'zine: The Cosmic Guide to Surviving College." 1996.
http://www.puc.edu/PUC/cooltools/Brain/index.html (Oct. 1997).
This is an online magazine full of fun, practical advice for college students. Click on "Gr@y Matter" to get feature articles on "8:00am Class Survival" and "Freshman 15."

✪U.S. News & World Report. "U.S. News Online: Colleges and Career Center." 1997.
http://www4.usnews.com/usnews/edu/home.htm (Oct. 1997).
Once on this main page, look for the link called "ALT. Campus" and click on "tips for college freshman." From that page click on "College Survival Guide" to find useful information about cooking, roommates, and household repairs.

GENERAL "HOW-TOs"

available to learn practical skills for independent living

✪Panmedia. "Learn2.com." 1997. **http://www.learn2.com/** (Sept. 1997).
"2torials" will teach you to balance your checkbook, wash laundry, iron clothes, clean your house, and a myriad of other fun jobs.

✪Procter & Gamble. "The Tide Clothesline®." Aug. 1997. **http://www.clothesline.com** (Sept. 1997).
This site gives the basics of laundry from sorting to choosing water temperature. Browse for advice on how to care for different kinds of apparel and how to read clothing labels. For tough laundry stains, click on the "Stain Detective" for the best way to remove them.

COLLEGE EATING AND NUTRITION

good advice to eat well and stay healthy in college

✪Chudler, Eric. "Student Recipes." 1996. **http://www.yumyum.com/student/** (Oct. 1997).
This site will tell you what utensils you need for basic cooking and gives quick, easy recipes for such things as chicken, eggs, ground beef, and desserts.

✪Lei, Polin P. "Nutrition and Health." July 1997. **http://www.ahsc.arizona.edu/nutrition/** (Sept. 1997).
The Arizona Health Sciences Library maintains this site with links to a variety of different health and nutrition categories including, "Consumer Information," "Foods and Recipes," and "Vitamins and Antioxidants."

✍ ✍If you see a link that looks interesting, follow it. If it is something you may want to visit again, bookmark it.✍ ✍

The Internet is a vast storehouse of information, good and bad. Learn how to evaluate what you are looking at and do not be afraid to dismiss what you think is wrong. Be adventurous and have fun surfing the Web!

Compiled by: Christina Holmes

PATHFINDER

Internet Resources:

A Pathfinder for Beginners

prepared

by

Ayne Steinkuehler

LIS 382L.13

December 3, 1997

The vast worldwide network of computers known as the Internet offers virtually limitless information to anyone with access to a computer and a modem. Despite this potential the Internet is essentially useless if the volume of information retrieved is too overwhelming, or if information can not be accessed due to unfamiliarity with Internet protocols.

The purpose of this pathfinder is to introduce the adult public library patron to print and electronic resources for the efficient retrieval of information. Created for both the novice and experienced Internet user, this pathfinder offers materials useful to a broad spectrum of information needs.

For the novice, information needs include knowledge of Internet service providers and basic Internet navigational skills, like connecting to known URL's and using search engines to perform online subject searches. For the experienced user, who may ask questions regarding information for school research papers, good online sites for children, sites for investment and business opportunities, and information on travel or personal hobbies, in-depth subject guides are necessary.

My search initiated at the University of Texas at Austin's Perry Castendeda library, where I searched the online catalog (UTCAT) under the subject terms "Internet" and "Internet (Computer Networks)--Handbooks, manuals, etc.". This yielded 35 results. To focus my search on materials in public libraries I next examined materials from the Austin Public Library, specifically the Riverside branch and John Henry Faulk. I searched the online card catalog under the term "Internet" and "Internet (Computer Networks)--Handbooks, manuals, etc." and found 27 results. Finally, I examined resources available on the Internet itself, beginning with the Austin Public Library's home page at http://www.library.ci.austin.tx.us, from which I linked to other sites.

Sources were selected based on the following criteria. I determined whether the material was well written and easy to understand, noted coverage to determine if it was adequately extensive, considered recency (published no earlier than 1994) and variety (both print and online sources were included), and critiqued the advice provided (those offering step-by-step instruction were preferable).

ANNOTATED BIBLIOGRAPHY

Style Manuals:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 4th ed. New York: The Modern Language Association of America, 1995.

Li, Xia, and Nancy B. Crane. Electronic Styles: A Handbook for Citing Electronic Information. 2nd ed. Medford, NJ: Information Today, Inc., 1996.

1. Angell, David. The Internet Business Companion: Growing Your Business in the Electronic Age. Reading, MA: Addison-Wesley Publishing Company, 1995.
ISBN: 0-201-4-40850-3

A practical book aimed at helping the reader establish a cost-effective business presence on the Internet, this pragmatic guide covers service providers, consultants, and other information needed to effectively incorporate a company with the Internet. It would be an extremely useful tool for small companies or individuals running their own businesses.

2. Austin Pubic Library. Hp. 19 Sept. 1997 [last update]. Online. Data Research Associates, Inc. Available: http://library.ci.austin.tx.us/. 10 Oct. 1997.

The homepage of the Austin Public Library system, this web page offers access to information regarding the Austin Public Library system. Its strength as a general Internet resource lies in its links to various online resources, including a comprehensive index to the Internet and sites specifically of interest for public library patrons. Also discusses search engines and issues regarding children and the Internet.

3. Baran, Nicholas. Inside the Information Superhighway Revolution. Scottsdale, AZ: Coriolis Group Books, 1995.
ISBN: 1-883577-10-1

A `hands on' book teaching novice users about the Internet. It begins with the basics of Internet history and creating an account, then shows users how to find information through basic Internet resources such as UNIX, the World Wide Web, and others. Also offers a useful appendix covering UNIX and its commands, computer viruses, a glossary, and an emoticon dictionary useful for email correspondences.

4. Dikel, Margaret F., Frances E. Roehm, and Steve Oserman. The Guide to Internet Job Searching. Lincolnwood, IL: VGM Career Relations, 1996.
ISBN: 0-8442-8199-2

Discusses the use of online career development resources, bulletin boards, job related sites, and other means of finding employment opportunities online. It also provides information on how to find jobs in various fields, such as government and nonprofit employment. Although it offers basic information on the background and use of the Internet, as well as recommended readings, it is primarily focused on providing opportunities for job searchers already fairly comfortable using the Internet.

5. Earles, William A. Mr. Bill's World. Hp. 12 Oct. 1997 [last updated]. Online. Web Development. Available: http://www.aone.com/~mrbill/. 11 Oct. 1997.

A web site for both children and adults, this is an index to family-friendly web pages. Links are provided to various topics, including education, the Internet (online resources, lessons in basic HTML, downloading, and so on), human and community services, and business. Rated four stars by NetGuide, included as one of NetGuide's one hundred best web sites in 1997, voted part of Microsoft's Best of the Web series and winner of the Digby award, this site offers something for everyone.

6. Ellsworth, Jill H. Education on the Internet. Indianapolis, IN: Sams Publishing, 1994.
ISBN: 0-672-30595-X

A wonderful resource for adult users discussing how the Internet is currently used in classrooms, giving examples for future integration of Internet use for education. Covering educational levels from K-12 to college, this book offers help to educators by suggesting specific sites and search strategies. Also discusses issues such as global classrooms. Each specific site offers an address and complete subject description.

7. Evans, James. Law on the Net. Berkeley, CA: Nolo Press, 1996.
ISBN: 0-87337-282-4

Discusses legal research on the Internet and how to access it. Lists sites by categories (e.g., civil rights, trade law, tax law) and, within each category, lists the contents of the site, editorial comments, address and access information, and other pertinent information such as fees and contact person (as applicable). Extremely detailed and comprehensive, this is an excellent resource for the layperson interested in legal research of virtually any kind. It does not cover Lexis or Westlaw, but as these are expensive resources not normally used by the general public, their exclusion is not detrimental.

8. Farrell, Paul B. The Investor's Guide to the Net: Making Money Online. New York: John Wiley & Sons, Inc., 1996.
ISBN: 0-471-14444-4

Covers investment opportunities on the Internet, both for the individual who wishes to make their own investment decisions and those who choose to align themselves with a broker or some other commercial financial agency. Discusses how the Internet has come to incorporate itself into financial transactions and examines the myriad of tools available to the online investor, as well as the impact the Internet will have on the financial world at large. Addresses issues and concerns, such as concepts surrounding online investment. The major strength of their book is its hands-on approach, and the available list of Internet addresses and major online sites for the investor.

9. Fergueson, Tom. Health Online. Reading, MA: Addison-Wesley Publishing Company, 1996.
ISBN: 0-201-40989-5

Intended to help people find self-help communities and other online health resources. Focuses on online communities run by laypersons as well as professionals. After discussing the basics of online use, the book offers a step-by-step guide to self-help sources and lists the most useful and important mailing lists, groups, World Wide Web sites, and other Internet resources. Well written with easy to understand instructions.

10. Hahn, Harley. The Internet. Berkeley, CA: McGraw-Hill, 1996.
ISBN: 0-07-882138-X

This text covers the basics of what the general user needs to know about the Internet and its resources. Well written and very thorough, it covers the background of the Internet, including technical details, how it is organized, how to connect, hardware and software, and so on. Also covers Internet resources such as the World Wide Web, email, Usenets, FTP, mailing lists, online chat rooms, Muds, and Telnet, along with others.

11. Kehoe, Brendan, and Victoria Mixon. Children and the Internet. Upper Saddle River, NJ: Prentice Hall PTR, 1996.
ISBN: 0-13-244674-X

A resource covering the basics of Internet use, detailing topics related to the Internet and children. Discusses safety issues and filtering software, drafting acceptable policies for the use of the Internet in schools, the incorporation of the Internet into classroom instruction, and applying for grants to help finance the Internet in schools. Also discusses a number of resources and organizations for K-12 teachers and offers case studies of schools that have incorporated the Internet as a learning resource. Lists some of the best Web sites for children and offers a free trial copy of Cyber Patrol software.

12. Kent, Peter. The Complete Idiot's Guide to the Internet. Indianapolis, IN: Alpha Books, 1994.
ISBN: 1-56761-414-0

A very useful and practical guide for the novice, this book offers pragmatic information on resources like email, FTP, newsgroups, research on the Internet, and other Internet basics. Has an easy to read and accessible layout incorporating icons and a question/answer format. Includes a free disk for Internet connections so users can sample the Internet before paying to connect with a server.

13. Kiley, Robert. Medical Information on the Net: A Guide for Health Care Professionals. London: Churchill Livingstone, 1996.
ISBN: 0-4430-699-4

Although aimed at health care professionals, this book also offers useful information for the non-professional. The main benefit for the layperson is Kiley's list of the top ten medical resources on the Internet. For each of the top ten sites Kiley gives an address, summary of contents, cost, and a three to four paragraph critique. The sites make it easy to find information without getting overwhelmed. The rest of the book will be of little to no use to those not in the health care field, as it deals with professional organizations and sites specifically geared towards professionals that would most likely be too confusing to the non-professional.

14. Kroll, Ed. The Whole Internet: Users Guide and Catalog. Sebastopol, CA: O'Reilly and Associates, Inc., 1994.
ISBN: 1-56592-025-2

A guide for those who are computer literate yet new to the Internet, this book offers information on all basic Internet resources. It is intended for the computer layperson, not computer science professionals. An excellent book that comes very well recommended by reviewers, this resource also offers the nice touch of suggesting where in the book a person should begin reading based on his/her present Internet knowledge and skill level.

15. Levine, John R., and Carol Baroudi. The Internet for Dummies. San Mateo, CA: IDG Books Worldwide, 1993.
ISBN: 1-56884-024-1

An extremely user friendly book for the layperson, this text covers all the basics of Internet topics. Written in plain English and incorporating humor. A great book for the technophile.

16. Maloni, Kelly, Ben Greenman, and Kristin Miller. Net Money: Your Guide to the Personal Finance Revolution on the Information Highway. New York: NY: Random House, 1995.
ISBN: 0-679-75808-9

Offering practical advice regarding doing business online for the average layperson, this book goes far beyond simple online investment as it also identifies financial software, insurance, travel guides and travel information, buying a car and dealing with real estate, online shopping, business opportunities on the Web, and job markets and other career related information on the Internet. A thorough and excellent resource for financial related matters online.

17. Maxwell, Bruce. Washington Online: How to Access the Federal Government on the Internet. Washington, DC: Congressional Quarterly, 1995.
ISBN: 0-780-64717-0

With detailed information on nearly 300 federal Internet sites and resources, this is an excellent resource. Each listed site offers information such as address, content and tips on searching within the site itself. The book also offers advice on how to begin a search for federal information, giving tips on how to use the available search tools for this purpose. Aimed at a variety of users, from novice to experienced, this book would be extremely useful for those researching government information.

18. Miller, Elizabeth B. The Internet Resource Directory for K-12 Teachers and Librarians, '96/'97 edition. Englewood, CO: Libraries Unlimited, 1997.
ISBN: 1-56308-506-2

A very useful annual directory containing information on the best Internet resources for school librarians, students, and teachers. A selective and evaluative collection of over 900 entries chosen for their educational value, this book is organized by chapters focusing on broad curricular areas. Within each chapter are resources offering a site name, address, path, login, instructions, and contact person (where available). Most useful is the brief descriptive annotations that offer an overview of the resource and a brief list of the site's contents. It does not offer step-by-step instructions, although the information is usable by all but the most inexperienced user.

19. Rosenfeld, Louis, Joseph James, and Martha Vander Kolk. Internet Compendium: Subject Guide to Health and Science Resources. New York: Neal-Schulman Publishers, Inc., 1995.
ISBN: 1-55570-219-8

An extremely useful guide to Internet resources for health and science subjects. Arranged by chapters according to subject matter, each chapter is written by experts and subject specialists within the field. Within each chapter are a series of entries including the name, organization (NASA, for example), URL, and a brief summary and critique of the site. A very functional guidebook, offering both a general orientation to the Internet followed by a cornucopia of resources within specific fields.

20. Sachs, David, and Henry Stair. Hands-On Internet: A Beginning Guide for PC Users. Englewood Cliffs, NJ: PTR Prentice Hall, 1994.
ISBN: 0-13-056392-7

For novice Internet users. Chapters are divided into `sessions' that introduce only one to two new concepts each, taking the reader through a step-by-step process of learning the Internet and its resource tools without becoming overwhelmed. Written for the layperson, this is an excellent resource for people who are uneasy about learning the Internet. A very well organized, systematic tool.

21. Schulman, Martin A., and Rick Schulman. The Internet Strategic Plan: A Step by Step Guide to Connecting Your Company. New York: John Wiley & Sons, Inc., 1997.
ISBN: 0-471-14275-1

Written in a clear and easy to understand manner, Schulman and Schulman guide the user through the process of making informed decisions about the Internet as it relates to business use. Exploring resources, goals and issues regarding those attempting to incorporate the Internet into their business, this book also presents case studies of businesses that have incorporated the Internet. Includes an organization chart with a time line for guidance, along with sample documents.

22. Smith, Richard J., Mark Gibbs, and Paul McFedries. Navigating the Internet. Carmel, IN: Sams.net Publishing, 1995.
ISBN: 0-672-30718-9

This text offers virtually everything a person would want to know about the Internet: history, services, resources, technologies, and so on. Intended for practical advice on navigation and written for the layperson, it is easy to understand and has several added features including a perforated card that can be pulled out for quick reference on Internet commands. Also offers a useful section on testing a user's navigational skill, a glossary, and a gazetteer of Internet resources.

23 Temple, Bob. Sports on the Net. Indianapolis, IN: Que Corporation, 1995.
ISBN: 0-7897-0240

A directory for sports fans as well as a tutorial for new Internet users. The sports information listed ranges from professional sports including baseball, basketball, football and soccer, to `fantasy' sports and non-professional sports settings such as college teams, Olympic information, hobbies and recreational sports.

24. Thompson, Hugh. Internet Resources. Chicago, IL: Association of College and Research Libraries, 1995.
ISBN: 0-8389-7785-5

Comprised of sixteen articles earlier published as a series in the magazine of the Association of College and Research Libraries, this is a useful source for adults wanting to access information on specific topics. Each article addresses a single subject area, including Latin

American studies, architecture, Russian and Eastern Europe studies, women's studies, business, distance education, engineering, literature, economics, health and medicine, ethnic cultures, and space sciences, and lists extensive references for further reading. Not intended for the novice, as it does not cover the basics of Internet use.

Information Resources:

A Pathfinder for Beginners

By: Ayne Steinkuehler

INFORMATION RESOURCES: A PATHFINDER FOR BEGINNERS

By: Ayne Steinkuehler

The purpose of this pathfinder is to help adult public library patrons locate materials online. From novices to experienced users, the following materials will help you find your way on the "information superhighway".

Part I: Drivers Ed

Don't know much about computers? Don't worry! The following books will teach you the basics of using the Internet.

The Internet for Dummies **(Levine, John R.)**

The Complete Idiot's Guide to the Internet **(Kent, Peter)**

The Whole Internet **(Kroll, Ed)**

Part II: The Information Autobahn

Now that you know your way around the Internet, put a shine on your skills by using some of these specialized Internet guides!

Education and Youth

Education on the Internet **(Ellsworth, Jill H)**
For education-related sites from kindergarten to college, this book has the information for you!

Children and the Internet **(Kehoe, Brenda, and Victoria Mixon)**
Discusses issues surrounding children and the Internet. Offers some great sites for kids, too!

The Internet Resource Directory for K-12 Teachers and Librarians **(Miller, Elizabeth B.)**
An annual directory of the best Internet resources for teachers, school librarians, and students.

Legal and Governmental

Law on the Net **(Evans, James)**
Need legal information, but don't know where to start? Never fear! The Internet legal sourcebook is here!

Washington Online **(Maxwell, Bruce)**
Learn about some of the best governmental Internet resources. With nearly 300 sites listed, this is a great way to find government information online!

Finances & Careers

Net Money **(Maloni, Kelly, Ben Greenman, and Kristin Miller)**
From buying a car to online shopping, job markets to real estate, this book has the information! Also discusses online investing.

Investor's Guide to the Net: Making Money Online **(Farrell, Paul B.)**
This book helps the independent investor invest online and access major online investment sites.

The Guide to Internet Job Searching **(Riley, Margaret, Frances Roehm and Steve Oserman)**
Covers bulletin boards, joblists, and other online ways to help you land the job you want.

The Internet Strategic Plan: A Step By Step Guide to Connecting Your Company **(Schulman, Martin A., and Rick Schulman)**
Explores what it takes for a company to incorporate the Internet into their business, including case studies of businesses that have already done so. Includes an organizational chart, timeline, and sample documents to help make the process easier.

Science and Health

Internet Compendium: Subject Guides to Health and Science Services **(Rosenfeld, Louis, Joesph James, and Martha Vander Kold)**
Tons of information on online health and science resources!

Health Online **(Fergueson, Tom)**
A tip-top resource for staying in tip-top shape, this book focuses on self-help resources available online.

Sports

Sports on the Net **(Temple, Bob)**
Covers professional and non-professional arenas, including olympic sports and hobbies.

Etc.

Internet Resources **(Thompson, Hugh)**
Gives information on specific areas of research, including architecture, literature, economics, space sciences, ethnic studies, business, engineering, and Russian and Eastern European studies.

Mr. Bill's World **(http://www.aone.com/~mrbill)**
This award-winning web page offers great links to family-friendly web sites for both children and and adults.

Austin Public Library **(http://www.library.ci.austin.tx.us)**
This site offers links to online resources of interest to the public library patron. Includes a comprehensive index of the Internet and discusses search engines and issues pertaining to children and the Internet. A great place to the public library patron to look for useful links.

If you need further assistance, please contact a librarian.

Bon Voyage: Happy Traveling!

How To Select A Search Engine

A Pathfinder

LIS 387L.13

Dr. Roy

By: Orly Zilkha

October 14, 1997

Search engines help people retrieve specific information from the Web quicker and more efficiently than browsing or "Web surfing." Searching the Internet for specific information without the help of a search engine has been compared to seeking sources in a library without using the library catalog. A search engine can be defined as a Web site that links to a database of Internet files, which in turn consist of other Web sites, news articles from Web-based publications, and postings in Usenet groups. Search engines select which files to retrieve based on the keywords a user enters for his/her search. The earliest search engines made their appearance in 1994, shortly after the World Wide Web was introduced to the public. They now number in the thousands, and vary widely in the areas they cover. Some engines are considered "general" because they retrieve files on any subject, while others focus on certain languages, topics, or geographic locations.

This pathfinder provides bibliographic information and descriptions of resources for students and faculty at the Four Directions Schools who want to learn about evaluating and selecting appropriate engines for their searches. These users would likely benefit most from sources that discussed Web subject directories and general Internet search strategies, as well as search engines. My selection criteria consisted of relevance to the topic, recency (1995 to the present), and whether the information would be accessible in a public or academic library with limited resources. I began searching for sources on the Internet, using the subject directory Yahoo! with the term "comparing search engines." Alta Vista also yielded useful Web sites under "title:evaluating search engines." I then used the online database Bowkers Books in Print to find books available for purchase and got the best results with "search and (Web or Internet)." A subject search of "web information retrieval tools evaluation" in OCLC World Cat produced a number of relevant materials available in libraries. Finally, I searched Periodical Abstracts to find recent newspaper and magazine articles. I used the subject search "search engines," limited the date range to 1995-1997, and retrieved several articles that discussed particular Internet search engines, directories, and searching on the Web in general. The Web sites listed in the pathfinder itself were ordered according to the range and depth of their coverage. The first sources provide the most general and brief overviews of both search engines and directories. The latter sites give more in-depth information specifically on search engines.

Bibliography

Books:

1. Bates, Mary Ellen. The Online Magazine's Essential Desk Reference for Online and Internet Searchers. Connecticut: Pemberton Press, 1996.

This reference book discusses online information retrieval by examining various news retrieval services, such as Dow Jones, LEXIS-NEXIS, and DIALOG. It also looks at Internet service providers, including America On Line, Compuserve, and Prodigy. A chapter covering the Internet includes a section on popular, general search engines like Alta Vista. This book also has a helpful section at the end which gives tips for effective and efficient online searching. Its primary usefulness derives from allowing readers to see how search engines fit into the broader context of online information searching.

2. Morville, Peter. The Internet Searcher's Handbook. New York: Neal-Schumann Publishers, 1996.

Morville describes how readers can use the Internet for research and reference needs. Chapter Six discusses Internet directories, specifically Biz Web, Open Market's Commercial Sites Index, Trade Wave Galaxy, World Wide Yellow Pages, and Yahoo. The book gives a description, evaluation, and shows the results from a sample search for each directory. The same format is used for the search engines in Chapter Seven.

3. Pfaffenberger, Bryan. Web Search Strategies. New York: MIS Press, 1996.

This guide discusses the online search process by outlining a search's different stages and the types of searches one can conduct online. Chapter Two provides a description and critique of various search engines and directories, and briefly explains how to them. Chapter Four discusses using search engines when very specific information is desired. It gives tips and hints for focusing a search, and advises the reader on what to do if a search yields too many or too few items. Browsing for information and using subject directories like Yahoo and Magellan are covered in Chapter Five.

Catalogs:

4. OCLC WorldCat (FirstSearch database)

WorldCat is an online catalog of materials held in OCLC (Online Computer Library Center) member libraries. The types of materials cataloged include books, periodicals, audiovisual materials, musical recordings, and maps. Some of the many ways users can search for items is by author, title, subject, publisher, accession number, series, and subject headings. Search results are presented with complete bibliographic information and a listing of libraries that have the item. The best search term to use is "web information retrieval tools evaluation" for a list of materials about search engines.

Indexes and Abstracts:

5. Bowkers Books in Print (OVID database)

This is a subject, title, and author index available in print and online. Books in Print covers popular, scholarly, adult, and juvenile books in all subject areas. Books must be published in the United States or only distributed there for inclusion. They also must be currently available for sale to the general public. Books that will be published up to six months in the future are also listed. With the term "search and (Web or Internet)," I got several titles about search engines and searching the Web in general.

6. Periodical Abstracts (OVID database)

Periodical Abstracts is an online database that reviews articles in hundreds of journals and popular and academic magazines. Subjects covered include general interest, business, and current events. Users can search by keywords, author, title, and publication name. They can also limit their search to certain dates and type of publication. A keyword search under "search engines" yielded many articles that describe and compare search engines and directories.

Internet Search Tools:

7. Alta Vista

This very powerful and thorough search engine comes closest to being an index to the Web. Alta Vista's power can be a drawback if the user does not employ the "refine search" features, because the engine will likely retrieve thousands of irrelevant items. Users can narrow their search terms in several ways, including by url, document title, host, images, and newsgroup postings. A title search of "evaluating search engines" retrieved the greatest number of useful sites.

8. Yahoo!

Yahoo! is currently the most popular and best known subject directory on the Web. It lists search results in comprehensive subject hierarchies arranged into four areas: Yahoo categories, Yahoo Web sites, Yahoo's News Events and Chat, and recent news articles. Short descriptions are given for each listed site. Users can add Boolean terms to their searches, and can search for keywords, exact phrases, by URL, and by document title. I got many good sites for search engine comparisons with the exact phrase search "comparing search engines."

Web Sites:

9. Campbell, Karen. "Understanding and Comparing Web Search Tools." 1/97. http://www.hamline.edu/library/bush/handouts/comparisons.html (9/97).

This site, maintained by Hamline University, lists links to documents about understanding and evaluating search engines, and Web search techniques. It includes guides to search engines that categorize, describe, and evaluate the main engines. The documents "Just the Answers, Please," and "Tips on Popular Search Engines" are especially helpful.

10. Eagan, Ann and Laura Bender. "Spiders and Web Crawlers, Oh My: Searching on the World Wide Web." 1996. http://www.library.ucsb.edu/untangle/eagan.html (10/97).

This site explains the differences between search engines and directories in terms of structure and how to search. It also compares the most widely used engines, and provides a short bibliography of articles on Web search tools.

11. Habib, David and Robert L. Balliot. "How to Search the World Wide Web: A Tutorial and Guide for Beginners." 6/25/97. http://www.ultranet.com/~egrlib/tutor.htm (10/97).

Habib and Balliot have designed a tutorial that concentrates on the "essential elements of searching the Web." It includes sections on various search methods, recommended search engines, directories, and multi-engines. Explanations of search operators, suggestions for improving search results, and planning a search are also provided. A glossary of search terms is at the end.

12. Indiana University Bloomington Libraries. "Web Search Tools and Directories." 9/10/97. http://www.indiana.edu/~librcsd/resource/search-list.html (9/97).

This web page provides two charts that list links to commonly used search engines and directories. One of the links at the page's bottom connects to a document entitled "Understanding WWW Search Tools," which describes the features of popular search engines, and gives brief comments and search tips. Another link lists several subject directories with very brief descriptions.

13. Kansas City Public Library Reference Staff. "Introduction to Search Engines." 9/97. http://www.kcpl.lib.mo.us/search/srchengines.htm (9/97).

Reference librarians at the Kansas City Public Library review seven major search engines in terms of scope, interface, logic, and results. Their conclusions are presented in a "feature comparison" chart that also provides links to the search engines examined.

14. Madden, Teri. "Beaucoup!- the Exceptional Way to Search." 12/1/96. http://www.beaucoup.com/engines.html (9/97).

"Beaucoup!" is a huge list of over six hundred engines grouped into several categories, including search engines specifically for media, geographic areas, education, music, literature, science/technology, politics, and employment. This list is available in six different languages.

15. Oakton Community College Library Faculty. "Web Articles on Search Engines." http://www.oakton.edu/~wittman/find/searart.htm (10/97).

This site presents a collection of several articles from online magazines and Web pages that discuss searching on the internet and review various search tools. Some of the documents specifically about search engines include: "The Major Search Engines," "The Search Engine That Could," and "Choose the Best Search Engine."

16. Schroeder, Robert. "Evaluating Internet Search Engines." 2/2/97. http://www.udmercy.edu/htmls/Academics/library/search (9/97).

This site, created by a public services librarian at the University of Detroit Mercy, defines search engines and lists criteria for analyzing them. It also provides links to the search and help pages of several popular engines. The same information is provided for subject directories in a separate link named "Subject Lists."

17. Wilder, Rayette. "Evaluating Search Engines." http://www.foley.gonzaga.edu/search.html (9/97).

An electronic resources librarian at Foley Center Library created this site to provide links to comparisons of the main search engines and directories. It also has direct links to the search screens of widely used search tools, divided into lists of search engines, directories, and meta engines. After accessing the link "Search Engines and Directories," the user should click on "Search Engine Resources" for comparisons of and tutorials on search engines.

18. Yahooligans – the Web Guide for Kids
    http://www.yahooligans.com/

Yahooligans is a subject directory designed by Yahoo! that retrieves sites specifically for children. The main search page also lists links to topics such as "School Bell," which includes a "homework help" page of sites that can help students in a variety of subjects.

Citation Manuals Used in Bibliography and Pathfinder Document:

Gibaldi, Joseph. MLA Handbook for Writers or Research Papers. New York: The Modern Language Association of America, 1988.

Walker, Janice R. "MLA-Style Citations of Electronic Sources." 8/96. http://www.cas.usf.edu/english/walker/mlas.html (10/97).

How to Select a Search Engine

A Pathfinder

By: Orly Zilkha

Books:

These titles provide a good introduction to online searching in general, and show how using search engines is one of many ways to retrieve information.

1. Bates, Mary Ellen. The Online Magazine's Essential Desk Reference for Online and Internet Searchers. Connecticut: Pemberton Press, 1996.

Presents a broad overview of online searching, with a chapter specifically on search engines.

2. Morville, Peter. The Internet Searcher's Handbook. New York: Neal-Schumann Publishers, 1996.

Reviews how one can use the Internet for research and reference needs, and has chapters that deal specifically with search engines and subject directories.

3. Pfaffenberger, Bryan. Web Search Strategies. New York: MIS Press, 1996.

Outlines the online search process and types of searches possible, and specifically addresses search engines and directories in chapters two, four, and five.

Web Sites:

These sites are all easily accessible through a computer linked to the Internet, and provide both introductory and in-depth material on search engines.

4. Habib, David and Robert L. Balliot. "How to Search the World Wide Web: A Tutorial and Guide for Beginners." 6/25/97. http://www.ultranet.com/~egrlib/tutor.htm (10/97).

A tutorial about Web search strategies, search tools, and search terms. Good introduction to online searching.

5. Indiana University Bloomington Libraries. "Web Search Tools and Directories." 9/10/97. http://www.indiana.edu/~librcsd/resource/search-list.html (9/97).

Provides a simple categorization of search tools and links to introductory pages on Web searching. Gives balanced coverage of both search engines and directories.

6. Eagan, Ann and Laura Bender. "Spiders and Web Crawlers, Oh My: Searching on the World Wide Web." 1996. http://www.library.ucsb.edu/untangle/eagan.html (10/97).

Compares subject directories and search engines, and gives short bibliography for further reading on search engines.

7. Wilder, Rayette. "Evaluating Search Engines." http://www.foley.gonzaga.edu/search.html (9/97).

Contains links to sites that compare major search engines and directories, as well as links to tutorials on using search engines.

8. Kansas City Public Library Reference Staff. "Introduction to Search Engines." 9/97. http://www.kcpl.lib.mo.us/search/srchengines.htm (9/97).

A review of seven main search engines presented in a huge chart.

9. Campbell, Karen. "Understanding and Comparing Web Search Tools." 1/97. http://www.hamline.edu/library/bush/handouts/comparisons.html (9/97).

Lists links to online documents that evaluate and explain various search engines.

10. Schroeder, Robert. "Evaluating Internet Search Engines." 2/2/97. http://www.udmercy.edu/htmls/Academics/library/search (9/97).

Gives criteria for analyzing search engines, and has direct links to the help pages of major engines.

11. Oakton Community College Library Faculty. "Web Articles on Search Engines." http://www.oakton.edu/~wittman/find/searart.htm (10/97).

A substantial list of links to online articles about Web searching and search engines.

12. Madden, Teri. "Beaucoup!- the Exceptional Way to Search." 12/1/96. http://www.beaucoup.com/engines.html (9/97).

Lists over six hundred general and specialized search engines, arranged into categories. Also includes links to each engine's search page.

Cheryl Goldenstein

Evaluating Internet Resources

Tips for High School Students

Pathfinder for

LIS 382L.13:
Bibliographic Instruction

October 14, 1997

The Internet can serve as a useful research tool for students, bringing to the desktop information from subject experts all over the world. Researchers must keep in mind that almost anyone with the desire and a little bit of knowledge about web publishing can put anything on the Internet.

A number of librarians and educators have created web pages that provide guidance on evaluating Internet resources. The purpose of this pathfinder is to direct high school students to a selection of those sites. While many documents discuss the technical and aesthetic aspects of web site evaluation, this pathfinder focuses on resources concerned with the authority, accuracy, and usefulness of web pages.

My client is the Fond du Lac Education Division in Cloquet, Minnesota. The audience for the pathfinder is high school students at an American Indian school. Students in sixth through eighth grades will also have access to the pathfinder, but I felt that addressing the needs of all the students might make the pathfinder too broad.

I began my search for resources by doing phrase and title searches in HotBot, AltaVista, and Infoseek. I tried variations on "evaluating web sites," "evaluate Internet," "information literacy," and "critical thinking." I found several excellent pages and followed links to others, resulting in a group of about twenty-five resources. Most of the sites were produced by university librarians; only a couple were created by secondary level educators. I tried combining "evaluate" and "sites" with "high school" or "secondary," then with "Native American" or "American Indian." I found one additional K-12 guide, but none specifically for high school or Native American students.

My search for education and Native American sites did lead me to resources that select and categorize sites for students, including "K.I.D.S.," a report for K-12 students produced by the Internet Scout Project. I decided to include a section of similar sites on the pathfinder in order to lead the students to examples of appropriate sites.

A major criterion for inclusion in the pathfinder was that the primary audience for the resource was students—not teachers, parents, or librarians. Because most of the web sites are produced by university libraries, I considered whether pages would be readable by secondary students. The pages needed to exemplify what their authors preached: inclusion of an author's name or sponsoring organization, revision dates, and content that was credible and supported by other resources. While a couple of the pages are merely checklists, most of the guides offer explanations of concepts, definitions, and examples.

Evaluating information in Internet resources is the primary topic of the pages; most discuss web sites rather than e-mail, newsgroups, or other Internet sources. I included two pages that talk about analyzing information in general and three sites that select resources for students. To help students find more information about evaluating information, I listed three search engines.

This pathfinder pulls together some good web sites, each contributing valuable suggestions that will help Fond du Lac students select appropriate Internet resources for homework assignments.

Bibliography

Sources Used in the Pathfinder

1. Alexander, Jan, and Marsha Tate. "Evaluating Web Resources." *A Modular Approach to Teaching the World Wide Web*. May 1997. http://www.science.widener.edu/~withers/webeval.htm (30 Sept. 1997)

   Although this particular page is intended for teachers and librarians, links to student checklists for evaluating different types of web pages are listed right at the top of the page. Checklists are provided for advocacy, business or marketing, informational, news, and personal web pages. Each checklist includes tips for identifying a particular type of page, plus questions about authority, accuracy, objectivity, currency, and coverage. Alexander and Tate also provide PowerPoint presentations on web evaluation, links to related sites, and a bibliography.

2. Argus Associates. "The Argus Clearinghouse." 1997. http://www.clearinghouse.net (11 Oct. 1997)

   Argus serves as a directory to selected topical guides on the World Wide Web. Librarians at Argus rate the guides for overall design and organization, how well the guides objectively describe and evaluate their lists of Internet resources, and the extent to which the guides describe their own mission and purpose. An explanation of the rating system is provided, and the site is searchable. Information about the topical guides is arranged by subject area.

3. Digital Equipment. "AltaVista" 1997. http://www.altavista.digital.com (12 Oct. 1997)

   AltaVista is a fast search engine, though results sometimes lack relevance or include duplicates. It has many capabilities, such as searching for image files or java applets. Selecting "refine" on the results screen brings up related terms, which can be added to a search strategy. Because AltaVista usually gives me results I find nowhere else, I am including it in the pathfinder.

4. Edwards, Jana. "Tips for Evaluating a World Wide Web Search." May 1997? http://www.uflib.ufl.edu/hss/ref/tips.html (30 Sept. 1997)

   This title is somewhat deceptive. Instead of evaluating the search process itself, this page lists guidelines for evaluating the credentials of a web author and sponsoring organization. Other criteria include currency, format, and objectivity. Edwards provides tips for determining whether a web page meets the stated criteria. She does not give a revision date, so I almost excluded her page. (Using Netscape's "View Page Info" feature gave me a possible date.) This guide offers some tips not found on other pages, such as instances when the Internet is a good choice of a research tool.

5. Furey, Doug, et al. "Internet Source Validation Project." April 1996. http://www.stemnet.nf.ca/Curriculum/Validate (29 Sept. 1997)

   Students will find lots of definitions and examples on this site. It is part of a project to develop information evaluation guidelines for students at a Newfoundland high school. Instead of using existing web pages as examples, which the authors felt would be unfair to page creators, they created web pages for the project. The seven authors have not revised the page in some time. The information is still useful, but some of the links could be updated.

6. Giese, Paula. "Native American Indian Resources Main Menu." *Native American Indian: Art, Culture, Education, History, Science*. June 1997. http://indy4.fdl.cc.mn.us/~isk/mainmenu.html (4 Oct. 1997)

    Giese's site is for Native American educators and students. The pages are full of annotated links to maps, literature, artwork, and other Native American resources. On another site, I read that Giese had passed away. It will be difficult for someone to take over the maintenance of this huge, wonderful site. I am including this resource as an example of a site that selects resources for a Native American audience.

7. Harris, Robert. "Evaluating Internet Research Sources." May 1997. http://www.sccu.edu/faculty/R_Harris/evalu8it.htm (27 Sept. 1997)

    Harris focuses on the content of Internet resources. Some of his criteria include reasonableness, quality control, political or religious view, corroboration, and user needs. He also points out that strength in one area—such as a good, reasoned argument—can compensate for lack of a distinguished author or some other weakness. This document is a little longer than others in the pathfinder, which may discourage some students, but his use of examples to explain concepts make this resource appropriate for high school students.

8. Henderson, John. "ICYouSee A to Z: T is for Thinking." *ICYouSee*. Sept. 1997. http://www.ithaca.edu/library/Training/hott.html (30 Sept. 1997)

    ICYouSee is a self-guided tutorial to the Internet. "T is for Thinking" offers five criteria for evaluating web pages: accuracy, authority, purpose, details like correct spelling, and whether the web is the best resource for a particular research need. Henderson includes exercises that encourage users to evaluate and compare named web sites. He also suggests some additional resources, many of which are included in this pathfinder. Henderson's snappy writing style, effective page layout, and avoidance of jargon make this a good resource for secondary students.

9. Infoseek. "Infoseek." 1997. http://www.infoseek.com (12 Oct. 1997)

    Infoseek is one of the search engines I used to find resources for the pathfinder. I have also listed it in the pathfinder. Infoseek offers several different options for searching, including searching a set of results. I often have to refer to Infoseek's search tips to remind myself of what I can do with this search engine, but I generally get good results with my searches.

10. Internet Scout Project. "K.I.D.S.: Kids Identifying and Discovering Sites." Oct. 1997. http://scout.cs.wisc.edu/scout/KIDS/index.html (9 Oct. 1997)

    The K.I.D.S. Report is a list of K-12 Internet resources selected and annotated by students from school districts in Boulder, Colorado, and Madison, Wisconsin. The report is distributed biweekly to subscribers to an electronic mailing list; current and previous reports also appear on the K.I.D.S. web site. Each report centers around a topic, such as "Math Fun" or "Ancient Civilizations." Selecting the "Signpost" link allows the user to search or browse the entire Scout Report web site, which includes other general or subject-specific reports for educators and researchers. K.I.D.S. exemplifies a site that evaluates other sites for a student audience; selection criteria are stated.

11. Kirk, Elizabeth E. "Practical Steps in Evaluating Internet Resources." *Evaluating Information Found on the Internet*. Feb. 1997. http://milton.mse.jhu.edu:8001/research/education/practical.html (25 Sept. 1997)

Kirk asks questions to guide students in determining the author, publisher, and currency of a web document. She offers "if-then" suggestions: if an author's name is not given, consider the publisher of the document. This guide is part of a larger resource on evaluating information, but the lack of white space on the front page may turn some students off. This section can stand alone.

12. Oromondroyd, Joan, Michael Engle, and Tony Cosgrave. "How to Critically Analyze Information Sources." Jan. 1995. http://urisref.library.cornell.edu/skill26.htm (30 Sept. 1997)

This guide from Cornell University Library addresses evaluation of information in general. It explains the difference between primary and secondary resources and tells how to use print resources to learn more about authors or find book reviews. Internet resources are not addressed specifically, but the suggestions in this guide will help students think critically about all sources.

13. Owens, Janet, and Patrick Ragains. "Evaluating Information Sources: "How Can I Tell If This Book or Article Is Any Good?" Jan. 1997. http://gordo.library.unr.edu/~ragains/eval.htm (30 Sept. 1997)

Owens and Ragains offer guidelines for evaluating all types of information, not just books and articles. They encourage the reader to consider context, purpose, and intended audience. Specific suggestions include reading multiple sources to help find biases in sources.

14. Scholz-Crane, Ann. "Evaluating World Wide Web Information." Mar. 1997. http://crab.rutgers.edu/~scholzcr/eval.html (30 Sept. 1997)

Scholz-Crane presents a graphic showing the header, body, and footer of a web page, then tells which part or parts typically contain information that will help the user evaluate the page. The author also includes a short checklist for evaluating web sites. Only two questions concern the content of the page, giving students little guidance in evaluating the information itself.

15. Schrock, Kathleen. "Critical Evaluation Survey: Secondary School Level." July 1997. http://www.capecod.net/schrockguide/evalhigh.htm (21 Sept. 1997)

Schrock has developed surveys for elementary, middle school, and secondary students. Students are asked questions about the currency, authority, and usefulness of web documents. Questions about design and technical elements are also included. Schrock's resource is unique, however, and asks helpful questions appropriate for secondary students.

16. Westera, Gillian. "Evaluating the Documents You Have Found on the World Wide Web." Nov. 1996. http://www.curtin.edu.au:80/curtin/library/staffpages/gwpersonal/senginestudy/zeval.htm (21 Sept. 1997)

Westera's evaluation criteria include currency, authorship, hosting organization, content, and user-friendliness. Her guidance on content evaluation is a little weak, but she avoids Internet and library jargon, producing a document that would be very helpful for secondary students.

17. Wilkinson, Gene L., Lisa T. Bennett, and Kevin M. Oliver. "Evaluating the Quality of Internet Information Sources: Consolidated Listing of Evaluation Criteria and Quality Indicators." May 1997. http://itech1.coe.uga.edu/Faculty/Gwilkinson/criteria.html (30 Sept. 1997)

Eleven criteria are listed for evaluating Internet resources; each criterion is followed by a number of quality indicators presented in the form of questions. The authors list criteria for access, design, and usability features, as well as validity, accuracy, and relevance. A high school student with some experience evaluating web sites could use this as a checklist, but little explanation is provided for the novice evaluator. This document is the result of a project to develop criteria to assist in web resource design at the University of Georgia.

18. Wired Digital. "HotBot: The *Wired* Search Center." 1997. http://www.hotbot.com (11 Oct. 1997)

HotBot allows the user to search by phrase, title, all or any words present, or links to a particular Uniform Resource Locator (URL) by selecting from options rather than needing to remember symbols or commands. Searches may be limited by date or domain as well. Search results may be narrowed by selecting "Modify."

Other Sources Used in Preparing the Pathfinder

1. Drew, Wilfred. "Evaluating Internet Resources." Oct. 1996. http://www.snymor.edu/~drewwe/workshop/evalint.htm (30 Sept. 1997).

Although this page lists criteria for evaluation, it provides little explanatory material. Drew lists tools for evaluating Internet resources, including six sites that select, evaluate, or catalog Internet sites. He also names several listservs and online or print journals that evaluate web sites. His bibliography includes both print and Internet resources.

2. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers.* 4th ed. New York: The Modern Language Association of America, 1995.

I chose to use the MLA as my style guide. Because it does not sufficiently cover Internet resources, I also used Walker's guide (below).

3. Internet Public Library Teen Division. "Searching and Surfing." Oct. 1997. http://www.ipl.org/teen/ (10 Oct. 1997)

"Real teenagers" help select web sites for this annotated web directory. "Books and Writing," "General Homework," and "Sports" are examples of categories. A selection policy states that some teens or adults may find some of the sites offensive; the "Issues and Conflicts" section does include a sub-category of "Sexuality." I decided other resources might be less controversial.

4. McKenzie, Jamie. "The New 'Home Work:' Parents and Students Together on the Web: A Dozen Information Skills for the Home." *FromNowOn.Org: The Educational Technology Journal*. Feb. 1997. http://FROMNOWON.ORG/feb97/teach.html (30 Sept. 1997).

The audience for this online article is parents desiring to guide their children in evaluating information on the Internet. McKenzie offers activities and rationale for developing twelve skills—among them, differentiating between fact and opinion and determining relevance. Parents and children are encouraged to complete the activities together.

5. Schrock, Kathleen. "Critical Evaluation Surveys." July 1997 http://www.capecod.net/schrockguide/eval.htm (21 Sept. 1997).

Shrock's site was one of the few I found for elementary or secondary teachers and students. Unique to her site are surveys that students can print and use as guidelines when viewing web sites; the survey for secondary students is included in the pathfinder. This particular page is directed toward teachers and includes a short bibliography of related web sites.

6. Smith, Alistair. "Criteria for Evaluation of Internet Information Resources." Mar. 1997. http://www.vuw.ac.nz/~agsmith/evaln/index.htm (21 Sept. 1997).

Smith's primary audience is librarians. His criteria for choosing resources include system requirements, costs, and user friendliness, in addition to concerns about content. This resource has a comprehensive bibliography of evaluation resources available on the web.

7. Stimson, Marg. "Info Zone." May 1997. (11 Oct. 1997)

The "Info Zone" is a research guide for the Assiniboine South School Division (K-12) in Winnipeg. A section on "choosing" information lists links to electronic citation resources and two of the evaluation resources listed in the pathfinder, but it provides no additional information about evaluating information. Lists of links to topics is one feature of the site. It would be useful for students starting the research process.

8. Univ. of Washington Libraries. "UWiredR545: Teaching Students to Think Critically about Internet Resources." Aug. 1997. http://weber.u.washington.edu/~libr560/NETEVAL/ (21 Sept. 1997)

An outline for a workshop for faculty and teaching assistants, this resource offers some practice exercises in evaluating web sites. A list of five criteria for evaluating print resources is applied to Internet resources. The authors include a page-long bibliography of web pages. This site provides a good introduction to or brush up session for evaluating print and Internet resources.

9. Walker, Janice R. "MLA-Style Citations of Electronic Sources." Aug. 1996. http://www.cas.usf.edu/english/walker/mla.html (27 Sept. 1997)

I chose to use this resource as a guide in preparing my list of Internet resources. Some of the other guides suggest indicating that the resource is "Online," but I prefer the cleaner look of Walker's citation style. Walker gives examples for citing different types of electronic resources, such as listservs and telnet sites. I dislike the lack of "place" in this and other citation styles. I think it is helpful to see where the host site is, especially if it is not evident from the URL (Uniform Resource Locator).

Evaluating Internet Resources

Tips for High School Students

Fond du Lac Education Division

The Internet can be a great place to find information, but not all information on the Internet should be trusted. Web authors can say almost anything they want, whether it is true or not. Sometimes they want to persuade you to believe the same things they believe. Other times they just don't know as much about a topic as they think they know.

How can you tell which Internet resources you should use for your research? This guide lists some web sites, written by librarians and teachers, that can help you. Type each web address (the "http" part) exactly as it appears below into the address bar of your Internet browser to visit these sites.

Before you even begin your search for information on the Internet, read these web pages. They suggest things you might think about as you start your search.

Evaluating Information Sources: "How Can I Tell If this Book or Article Is Any Good?"—http://gordo.library.unr.edu/~ragains/eval.html

Evaluating Internet Research Sources—http://www.sccu.edu/faculty/R_Harris/evalu8it.htm

How to Critically Analyze Information Sources—http://urisref.library.cornell.edu/skill26.htm

If you want to practice evaluating Internet resources before you do your search, look at these web sites. They include examples and hints.

ICYouSee A to Z: T is for Thinking—http://www.ithaca.edu/library/Training/hott.html

Internet Source Validation Project—http://www.stemnet.nf.ca/Curriculum/Validate/

You've already done your search? These pages ask questions and offer tips to help you decide if you should keep what you have found:

Evaluating World Wide Web Information—http://crab.rutgers.edu/~scholzcr/eval.html

Evaluating the Documents You Have Found on the World Wide Web—http://www.curtin.edu.au:80/curtin/library/staffpages/gwpersonal/senginestudy/zeval.htm

Tips for Evaluating a World Wide Web Search—http://www.uflib.ufl.edu/hss/ref/tips.html

Practical Steps in Evaluating Internet Resources—http://milton.mse.jhu.edu:8001/research/education/practical.html

Pathfinder prepared by Cheryl Goldenstein October 14, 1997

The following site has guidelines for evaluating specific types of pages. If you're not sure what type of page you're looking at, this site will even help you figure that out.

Evaluating Web Resources—http://www.science.widener.edu/~withers/webeval.htm
(Hint: Follow the links to checklists for either advocacy, business/marketing, informational, news, or personal web pages.)

After you've had some experience evaluating web sites, you may want to print a copy of one of the following resources for use as a checklist as you evaluate information:

Critical Evaluation Survey: Secondary School Level—
http://www.capecod.net/schrockguide/evalhigh.htm
(This survey also asks some questions about how web pages are designed.)

Evaluating the Quality of Internet Information Sources: Consolidated Listing of Evaluation Criteria and Quality Indicators—
http://itech1.coe.uga.edu/Faculty/Gwilkinson/criteria.html (This is a long list!)

Many web sites evaluate other web sites. They may include links to "What's Cool," give ratings, or list only links to sites that meet certain criteria. When you use a site like this, you should learn how the site authors choose links. Read selection policies, rating guides, or other information about the site. Here are places on the web that select sites for students:

Cool Sites!

KIDS: Kids Identifying and Discovering Sites—
http://wwwscout.cs.wisc.edu/scout/KIDS/index.html

Native American Indian Resources: Main Menu—http://indy4.fdl.cc.mn.us/~isk/mainmenu.html

Argus Clearinghouse—http://www.clearinghouse.net (For some good student resources, follow the "Education" link, then "primary and secondary school.")

Pages are added to and removed from the Internet all the time. If you want to look for more resources to help you evaluate information, try the search engines listed below. Try using "evaluate internet," "evaluating web sites," "information literacy," "selection criteria," or similar terms in a phrase or title search. You can also combine the phrase "subject guides" with "library," "evaluate," or "k12" (`+"subject guides" +k12 +evaluate`, in AltaVista) for sites that select resources. Use the search tips on each site to improve your search results.

AltaVista—http://www.altavista.digital.com

HotBot—http://www.hotbot.com

Infoseek—http://www.infoseek.com

If you have questions about using a particular resource, ask a librarian or a teacher. They have lots of experience evaluating information! Good luck with your research!

How to Evaluate Elements of a Web Page: A Pathfinder

Ann Minner
14 October 1997
LIS 382L.13
Dr. Loriene Roy

The Internet is a new and exciting piece of technology for most people. This phenomena has lead to personal web sites or pages by the score. Usually these pages have no other value than to the authors themselves and of course, their mothers. By following a few simple guidelines, personal web pages can be as useful and informative as the corporate sites on the web. In some cases, this is still not saying too much. Regardless, there are a few key elements that need to be considered when creating or revamping a personal web page.

Elements can be seen as pieces of a puzzle. When these pieces fit together well, the picture that emerges is recognizable and possibly useful. Three primary elements of good web page design are content, structure and appearance. The first, content, refers to the text of the page. It is what is being said, by whom and how. Structure is the second and designates the standards set by the various Hyper Text Markup Language (HTML) incarnations and accepted by the web community. Structure may also address accessibility issues for differently-abled viewers. Appearance, being the third key element, contains all the aesthetic features of color, font, images and background. This category also consists of special effects and fads in web design.

This pathfinder is targeted to new web designers, teachers and librarians who can navigate the web and have a basic understanding of HTML coding. The general audience has ready access to the Internet and a library of resources. The specific audience is Four Directions schools. The scope of the pathfinder starts at the primary level with the potential for advancement through continued independent searching. This information will help web authors clarify what the basics of good web design are, why the trendy special effects are not always the best effects and how to check a personal site for glaring mistakes. The audience will be able to answer several questions after using this pathfinder. The most obvious is "what are the elements I should pay attention to in the creation of a web page?" and the other is "how does the use of fads effect my page or my audience?"

Most of the resources suggested are Internet based. Search engines as well as specific pages have been included. These were discovered through online searching and evaluating. The basis for inclusion was date of publication (prior to 1996), authority (what are the credentials of the author/designer) and aesthetics (does the page practice what it preaches).

Print sources were found through searches of UTCAT. Search terms used on the online catalog include: web design and internet design. Dr. Mary Lynn Rice-Lively's bookshelves proved even more useful. There are quite a few periodicals being published now that focus upon web design. Several print resources were included for portability.

The pathfinder should prove to be a worthy starting point for some serious web page soul searching. The information is out there, let this point the way.

Bibliography

General Libraries, Reference and Information Services Department. Citing Electronic Sources. Austin: University of Texas, 1996.

Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 5th ed. Chicago: University of Chicago Press, 1987.

1. Chan, David. "Perspectives - Web-Mastering According to David Chan." Internet. http://www.goldensection.com/perspectives/core.html 2 October 1997.

A personal web site devoted to expressing opinions about the latest design capabilities. Mr. Chan does offer some basic common sense guidelines and a few suggestions for making pages more efficient.

2. Champ, Heather. "How to Design Fantastic Frames." Designer's Corner. Web Developer. November/December 1996. 74-75.

A periodical article to use for more advanced web site structure evaluation. Frames can be a valuable technique to maintain efficiency and constancy in web design. Ms. Champ recommends preparation ahead of time to strategically implement frames.

3. Dame, Brian , Shah, Purvi. "Creating Killer Websites Online." Internet. http://www.killersites.com/1-design/ 8 October 1997.

A web page created from the best-selling book of the same title (minus the "online"). Goes into detail concerning images, graphics and animation. Full of design tips and other links.

4. "'design-o-rama' at glassdog" Internet. http://www.glassdog.com/design-o-rama/indesign.html 2 October 1997.

This is a very useful site starting at the beginnings of HTML and continuing through the design elements of multimedia. The "library" includes a list of print materials and hyperlinks to online Help Files. The site can be downloaded to your discs for portability.

5. Flanders, Vincent. (Copyright © 1996). "Web Pages That Suck" Internet. http://www.webpagesthatsuck.com/home2.html 2 October 1997.

This site's motto is "learn good design by looking at bad design." Mr. Flanders pinpoints and describes some common mistakes and finds examples of them online. This site is fun and informative full of links to other pages.

6. Gillespie, Joe. "Web Page Design, Introduction." Internet. http://ds.dial.pipex.com/pixelp/wpdesign/wpdintro.shtml 2 October 1997.

Aimed at experienced HTML designers but is full of functional tips and guidelines. This site offers a very good explanation of the different browser capability problems. A valuable resource when checking the universal appeal of web design.

7. Grassian, Ester. "Thinking Critically about World Wide Web Resources." Internet. http://www.library.ucla.edu/libraries/college/instruct/critical.htm 6 August 1997.

A list of considerations to apply to web resources for content, authority and structure. Asks all the right questions about what to look for on a web page. Can be printed to two pages for easy portability.

8. Greegard, Samuel. "10 Tips for Getting Net Results." Personnel Journal. March 1996. 28.

This is a list of ten tips for attracting customers, job applicants and team members to your corporate site. These tips translate well to appearance suggestions for personal web pages. Included as a smaller article with "Home, Home on the Web."

9. Greegard, Samuel. "Home, Home on the Web." Personnel Journal. March 1996. 26-33.

Some things to know when designing corporate web sites. Includes mention of staffing, marketing strategy and business content. Most of the tips are relevant to personal design as well.

10. “HotBot.” Internet. http://www.hotbot.com/ 10 October 1997.

The engine HotBot allows you to search over 50 million documents in a database with just a few clicks. Searches can be limited by date of publication or continent, and the results can be summarized or listed by URL only. The Cybrarian feature has an entire subject category entitled *Technology*.

11. “LookSmart.” Internet. http://www.looksmart.com/ 9 October 1997.

LookSmart engine searches pages selected and reviewed by in-house researchers and then scans the over 30 million pages in AltaVista. The subdirectories of *Computer & Internet*, *Internet & the Web* or *Best & Worst Sites* or *Web Site Design* will take you to over 40 URLs pertaining to web design.

12. McMurdo, George. "HTML for the Lazy." Journal of Information Science. March 1996. 198-212

A journal article discussing introductory HTML and stressing browser-specific difficulties. This is an especially important topic when testing the structure and accessibility of the web page.

13. Oskoboiny, Gerald. "A Kinder, Gentler HTML Validator" Internet. http://ugweb.cs.ualberta.ca/~gerald/validate/ 4 October 1997.

This site checks HTML documents for compliance with HTML standards. Checks overall structure and now complies with the new HTML 4.0 standard. Also includes hyperlinks to valuable HTML links and a HTML help newsgroup.

14. Reed, Thomas. (Copyright 1997) "The Pixel Pen." Internet. http://members.aol.com/pixelpen/index.html 2 October 1997.

A simple web guide to writing web pages for the beginner. Six different "chapters" addressing issues such as basic HTML, file formats, and graphics. Also offers a "checklist" to use when writing HTML.

15. Sweetman, Bill. "Web Site Strategies." Internet World . March 1997. 63-66.

This article targets the corporate web builder but also lists the common mistakes and remedies made by personal web designers. Mr. Sweetman suggests extensive planning before attempting to launching a site.

16. Tennant, Roy. "Web Sites By Design: How to Avoid a 'Pile of Pages'." On The Internet. Syllabus. August 1997. 49-50.

Eight rules to live by concerning web page construction. Mr. Tennant particularly addresses faculty web sites in this article but the rules apply to all. The number one rule is, "Design is secondary to content."

17. Tongue, Thomas. (Copyright 1995-1997). "Doctor HTML v5." Internet. http://www2.imagiware.com/RxHTML/ 30 September 1997.

Doctor HTML is a Web page analysis tool. Enter the URL of the page you want to check and the Doctor will report any mistakes it finds. Advanced Options are available to registered users. Also includes a list of links to other HTML resources.

18. UniPress Software, Inc. "WWWeblint." Internet. http://www.unipress.com/cgi-bin/WWWeblint 2 October 1997.

This is a web/fee based service and requires the programming language Perl. You supply the URL of a page anywhere on the World Wide Web and the Weblint program checks the HTML code. Also allows you to type or copy code onto the page and have it checked.

19. "Web Concept and Design." Internet. http://www.typo.com/wcd/wcd.html 8 October 1997.

A web site based on a hard copy book discussing basic page design, graphics and targeting your audience. The links on this page preview the book including a list of "29 Things to Check Before You Launch." Ordering the book is also an option from this site.

20. "WebCrawler." Internet. http://webcrawler.com/ 11 October 1997.

The search engine WebCrawler has separate categories set aside for large subject areas. *Computer & Internet* leads to a computer related list of links ranging from reviewed sites to news stories. There is also a link to a computer topic chat room.

21. "Yahoo." Internet. http://www.yahoo.com/ 10 October 1997.

This search engine is really an Internet guide that offers subject headings for limiting searches. The *Computers and Internet* category includes subheadings for *Internet* and *WWW* resources.

How to Evaluate Elements of a Web Page

How to Evaluate Elements of a Web Page

So, you have your own web page now - or you are planning to - and you want to make sure people will take you seriously... you need to check your elements.

What are the *elements* of a web page?
Content = what the page has to say, who says it and how they say it.
Structure = how the page relates to given standards of HTML and accessibility.
Appearance = the **color, font, images** and **capabilities** of the page. Appearance also concerns the **flexibility** of the page's separate elements within other browsers

The most general of sources may lead you directly to the desired element:

Yahoo http://www.yahoo.com/
start with this search engine/directory to find web pages concerning www design. A typical search strategy may be to choose these categories:
Computers and Internet: Internet: World Wide Web: Page Design and Layout:
From there you may choose pages relating to beginning HTML; accessibility; color information and graphics.

More specific pages practice what they preach. These sources offer good advice pertaining to all skill levels and all elements.

LookSmart http://www.looksmart.com/
An Internet Directory that is really three-in-one search engine. If you begin with a search for the words *web page design*, a list of reviewed sites related to your terms will fill the screen. **LookSmart** is also searchable by subject area. Select *Computers & Internet: Internet & the Web* and from here you may search *Best & Worst Sites* or *Web Site Design*.

Web Pages That Suck http://www.webpagesthatsuck.com/home2.html
by Vincent Flanders.
This site's motto is "learn good design by looking at bad design." Mr. Flanders pinpoints and describes some common mistakes and finds examples of them online. Frames are used to navigate the problem areas. This site is fun, informative and organized by "mistake."

"design-o-rama" at glassdog http://www.glassdog.com/design-o-rama/indesign.html 2
This site starts at the beginnings of HTML and continues through elements of multimedia. The "library" includes a list of print materials and hyperlinks to online Help Files. The site can be downloaded to your discs for portability.

Now that you have an idea of what may and may not work overall, find the web pages that have something to say about specific element sources

Content

HotBot http://www.hotbot.com/
Search "the Web", choose "words in the title" and input: *web design content*
This will bring you several options spanning from content evaluation specialists to quick tips so you can evaluate your own content.

If you would like to print a page of guidelines to take with you, see:
Thinking Critically about World Wide Web Resources
http://www.library.ucla.edu/libraries/college/instruct/critical.htm
By Ester Grassian
A list of considerations to apply to web resources for content, authority and structure.

Structure

Doctor HTML v5 http://www2.imagiware.com/RxHTML/
By Thomas Tongue
Once you finish your page, you can check your structure with this validator. Doctor HTML is a Web page analysis tool which retrieves an HTML page and reports on any problems that it finds. Advanced Options are available to registered users.

Appearance

Excite http://www.excite.com/
Using Excites "channels" you can locate many web pages devoted to HTML standards. From the Home page choose the "Computers & Internet Channel", then the "Internet", and finally "Web Page Design". The first ten sites will be the most relevant and the rest are arranged alphabetically.

Web Page Design, Introduction http://ds.dial.pipex.com/pixelp/wpdesign/wpdintro.shtml
Joe Gillespie
Aimed at experienced HTML designers but full of functional tips and guidelines. It offers a very good explanation of the browser compatibility problems.

And hey, you can't always carry your web access around with you so you want some print resources:

For print resources, the online catalog may hold a few surprises. Try searching for a phrase such as: *web design*, or *internet design* as words in a title or by subject.

HTML for the Lazy Journal of Information Science. March 1996. 198-212
By George McMurdo
Addresses the problem of constancy when viewing your page in different browsers.

Web Sites By Design: How to Avoid a 'Pile of Pages Syllabus August 1997. 49-50.
by Roy Tennant
Eight rules to live by concerning web page construction. Mr. Tennant particularly addresses faculty web sites in this article but the rules apply to all.

Check out these book's web sites:

Creating Killer Websites Online http://www.killersites.com/1-design/
by Brian Dame and Purvi Shah.
A web page created from the best-selling book of the same title (minus the "online"). Full of design tips and other links.

Web Concept and Design http://www.typo.com/wcd/wcd.html
Another web site based on a hard copy book. The links on this page preview the book and include a list of "29 Things to Check Before You Launch."

Ann Minner 10/97

Native American Language Resources on the Internet: a Pathfinder

Daisy Benson
LIS 382L.13
Dr. Loriene Roy
October 21, 1997

The Study of Native American Languages

The study of Native American languages can be approached from many different perspectives. Linguists may study the syntax and grammar of specific languages, anthropologists the cultural context of the language, geographers may map the different linguistic populations, policy makers may look at the legislation that has been enacted on the subject or at the demographics of the speakers, and teachers and the general public may try to combine all of these approaches. Because Native American languages can be studied from so many perspective there is a tremendous amount of information available on the subject. The Internet has made the study of Native American languages more accesable to a greater number of people. The material available ranges from translation pages put up by native speakers to US government documents. The quality of this information varies as much as the type and this pathfinder is designed to help users sort through the available information and find what is most appropraie for their purposes.

The Client and Their Information Needs

My client for this project is the Four Directions project, an online initiative of a group of ten Native American schools. Based on the information available from their websites, I concluded that the information needs of this group are quite varied. The potential users of this information are elementary and secondary school students and their teachers, college level students, adults from the community, and the general public. Because these users are so varied I tried to select materials for the pathfinders that could be used by all groups. Some of the material, such as "GPO Access", may not be suitable for elementary school students but I think that their teachers will find it informative to consulted in preparing class materials.

The Search for Material

Because my assignment was to produce a pathinder of internet resources on the topic of Native America languages I limited my search for material to the Internet. I started by searching a number of big search engines, *Yahoo, Alta Vista, Lycos, and Hot Bot*. On each of these sites I performed keyword searches using various combinations of terms "Native American , " American Indian," and "languages." I used keyword searches for these various terms because I knew that the Internet, unlike a library caatlog based on Library of Congress Subject Headings does not have an agreed upon vocabulary. I found that *Yahoo* produced the most productive material and that most the information available from them did use the term "Native American" rather than "American Indian." I continued with *Yahoo* because I liked having the option of using the search engine or subject tree or a combination of the two. *Yahoo* had subject listing for Native American Languages and also one for Language Policy. One of the sites that I located through *Yahoo* was the Society fort he Study of Indigenous Languages site. I found this site very helpful in doing my research. It was through material found at this site that I became aware of the areas of language policy and endangered languages.

Scope

My approach to this assignment was to try and provide my client with as broad an overview to the subject of Native American languages as was possible. In addition to providing access to information on specific languages I wanted to introduce potential users to the myriad of issues that surround Native American languages in the United States such as language policy, endangered languages, and educational issues. I tried as best I could to select sites that did not duplicate each other and which when used together would present the broadest overall introduction to the topic. I tried to select sites that were multifaceted and that could potentially lead users to the most useful information and which would continue to add new information as it is available.

The Criteria Used for Selecting Material for Inclusion and Evaluation of Sources

Because I was able to locate a lot of material on this topic I was very selective about what resources I selected for inclusion on my bibliography, and even more selective when choosing sites for my final pathfinder. The sites that were selected for the final pathfinder had to be multidimensional. I tried not to have very much overlap. Sites were selected for their ease of use and comprehensiveness. Sites that were selected had to have identifiable authors, either individuals, or institutions, and had to have been revised, or at least verified within the last year. I preferred sites that were associated with academic or governmental institutions but there are exceptions to this ("The Language Policy Web Site and Emporium" for example). Sites included in the final pathfinder had to load quickly on my Macintosh Performa with a 14.4 modem using Netscape 1.12. I felt that it was unreasonable to assume that my clients would have access to state of the art equipment and thought that they might very well be using slower modems and older versions of Netscape, or other browsers, that are not frames compatible. If a page did not look, and operate to its fullest capacity on my system it was not included. That also means that if a site took more than a minute to load it was not included on the final pathfinder (I really hate waiting for big sites to load and usually find that they are overloaded with superfluous graphics and that there is no more information on them than faster sites).

Annotated Bibliography

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*, 4th ed. New York: MLA , 1995.

1

Bureau of Indian Affairs. "U.S. Department of the Interior on the Web: Bureau of Indian Affairs." Last revised October 2, 1997. World Wide Web http://www.doi.gov/bureau-indian-affairs.html (October 12, 1997).

For better or for worse, The Bureau of Indian Affairs has a great deal of influence on the lives of Native Americans. Their website includes a complete list of Federally recognized tribes, maps of Indian lands, and most importantly, information on educational opportunities and grants.

2

Chambers, Tyler. "Human Languages Page." World Wide Web http://www.june29.com/ (October 12, 1997)

One of the oldest guide to language resources on the internet. Includes sections on Languages and Literature and Educational Programs and Institutes. Good Native American Languages section with links to individual language pages.

3

Crawford, James. "James Crawford's Language Policy Web Site & Emporium." Last revised October 11, 1997. World Wide Web http://ourworld.compuserve.com/homepages/JWCRAWFORD/ (October 12, 1997).

Crawford is an independent researcher and language policy watchdog who has published extensively on the subject of language policy. This site includes the full text of several articles by Crawford, most of which were originally published elsewhere, as well as links to further information on language policy.

4

ERIC. "AskERIC." Last revised September 1997. World Wide Web http://discovery.syr.edu/ (October 12, 1997).

This public access version of the educational database ERIC is searchable and contains a wealth of information that is especially useful to teachers. Types of information to be found here include sample lesson plans, curriculum guides, and information guides on a wide range of topics. Start with the Search ERIC and Research and Development sections. Some material is full text while some is abstract only.

5

Government Printing Office. "GPO Access." Last revised September 5, 1997. World Wide Web http://www.access.gpo.gov/su_docs/aces/aaces001.html (October 12, 1997).

The US government provides a huge amount of free information online for free. This site is searchable by database type and then by terms. Search the US Code database for the terms Native AND American AND Languages to get information on language policy, educational programs, and grants.

6

Leman, Wayne. "Links to Other Native American Language & Resources Sites." World Wide Web http://www.mcn.net/~wleman/links.htm (October 12, 1997).

Wayne Leman has authored a site on the Cheyenne language and this site is a link from that page. Lehman divides his links into languages, educational materials, bookstore, and policy issues. Very slow to load.

7

Marci, Martha J. "Native American Language Center." Last revised May 20, 1997. World Wide Web http://cougar.ucdavis.edu/nas/NALC/home.html (October 12, 1997).

The Native American Language Center is a project of the university of California at Davis. While this site does include a few links to other sources of information it is most useful for the information it gives about itself. The center's mission is to establish links between Native American language scholars and Native Americans in order to preserve Native American Languages. They operate an archive at UC Davis and fund a visiting tribal Scholar in residence program.

8

Mitten, Lisa. "Native Languages Page." Last revised October 8, 1997. World Wide Web http://www3.pitt.edu/~lmitten/natlang.html (October 12, 1997).

Site compiled and maintained by a librarian at the University of Pittsburgh. Many links to individual Native American language sites as well as to organizations. Updated frequently.

9

Society for the Study of the Indigenous Languages of the Americas. "Society for the Study of the Indigenous Languages of the Americas." World Wide Web http://trc2.ucdavis.edu/ssila/ (October 12, 1997).

Excellent overall source fort he study of Native American languages. Includes information on learning materials, journal articles on Native American languages, dissertation abstracts, and internet resources. Organized by subject or searchable.The most comprehensive site on the subject.

10

Strom, Karen M. "Native American Language Resources on the Internet." Last revised October 12, 1997. World Wide Web http://hanksville.phast.umass.edu/misc/indices/NA language.html (October 12, 1997).

Many resources listed. Organized by tribe/nation. Also includes links to other indigenous language sites. Good collection of links to resources dealing with language policy and endangered languages.

11

Sturtevant, William C. "Native American Tribes, Culture Areas, and Linguistic Stocks." Last revised February 6, 1997. World Wide Web http://www.ilt.columbia.edu/k12/naha/maps/nausa.html (October 12, 1997).

Clickable map of Native American language families. Designed for K-12. Part of a larger collection of resources on Native Americans for the use of students and teachers.

12

Summer Institute of Languages. "Summer Institute of Languages." Last revised September 19, 1997. World Wide Web http://www.sil.org/ (October 12, 1997).

Good general site to the study of linguistics but most especially the study of languages with small populations. One their online publications is "Ethnologue: Languages of the World." It gives a description of most of the worlds languages and identifies where each language spoken and the number of native speakers.

13

Terralingua. "Terralingua." Last revised September 30, 1997. World Wide Web http://cougar.ucdavis.edu/nas/terralin/elbiblio.htm (October 12, 1997).

A group dedicated to the preservation of endangered languages. Their website includes abstracts of papers presented at their conference, and links to material on endangered languages.

14

World Wide Web Virtual Library. "World Wide Web Virtual Library: Linguistics." Last revised September 29, 1997. World Wide Web http://www.emich.edu/~linguist/www-vl.html (October 12, 1997).

This site is part of the "World Wide Web Virtual Library", a subject tree type guide to internet resources maintained by the University of eastern Michigan. The linguistics site is broken down into several general and then increasingly specific subject areas. There are sections on "The Profession," "Research and Support," "Publication," "Pedagogy," and "Language resources." This last section includes "Languages & language families" with following links to Native American languages.

15

Yahoo. "Yahoo." World Wide Web http://www.yahoo.com (October 12, 1997).

This large commercial search engine allows users to perform simple or advanced keyword searches or use a well structured subject tree. If searching by keyword the search "Native AND American AND languages" produces 25 hits. The best subject tree is "Social Science: Linguistics and Human Languages: Languages: Native American Languages." All searches also give the user the option of continuing the search on "Alta Vista" another large commercial search engine.

Guide to Native American Language Resources on the Internet

There are many sources available on the internet for people interested in Native American languages. These sources are varied and cover individual languages, and issues which may be of interest to people doing research on Native American languages such as language learning, language policy, endangered languages, and language preservation.

Important terms you may wish to use in structuring your online searches include:

- Native American *or*;
- American Indian *or*;
- Indigenous *in combination with:*

- Language(s) *or*;
- Specific Language (for example Lakota)*or*;

- Language Policy *or*;
- Endangered Languages *or*;
- Language Preservation

Remember that you will need to conform to the specific syntax of the site that you are searching. Different search engines have different ways of combining words and searching for phrases. Try using the advanced search options whenever possible.

To Begin

Yahoo
http://www.yahoo.com/
This general search engine is a good place to start because it gives you the option of searching for terms or using a subject list. If you search you can combine terms by using AND or eliminate other common terms by using NOT. One subject list you may find useful is : **Social Science: Linguistics and Human Languages: Languages: Native American Languages**.

Two very good sites with lots of links to materials on specific Native American languages are:

Lisa Mitten's Native American Language Page
http://www1.pitt.edu/~lmitten/natlang.html
A well organized site with links to information on individual Native American Languages.

Native American Language Resources on the Internet
http://hansville.phast.umass.edu/misc/indices.NAlanguage.html
Very comprehsive collection of material. Links to specific languages as well as General language resources. Includes links to material on endangered languages.

Language and Linguistics

A tremendous amount of information on Native American Languages can be found through general linguistics resources.

The *World-Wide Web Virtual Library: Linguistics* **http://www.emich.edu/~linguist/www-vl.html**.
A general linuistics site rranged by subject. See especially resources on **Languages & language Families**.

Summer Institute of Linguistics
http://www.sil.org/
This site provides information all aspects of linguistics. See especially their **Ethnologue** a guide to the languages of the world including statistical information for each entry, such as number of speakers.

Society for the Study of the Indigenous Languages of the Americas (SSILA)
http://trc2.ucdavis.edu/ssila/
This is an excellent starting point for locating both print and internet resources on Native American Languages. SSILA's site provides links to dissertation and thesis abstracts, learning aids, and internet resources. Very comprehensive and well organized by subject.

Resources for Teachers

AskERIC
http://discovery.syr.edu/
This searchable database includes with a wealth of information for teachers including information guides, curriculum guides, and syllabi. Start with the Search ERIC database option and try using the terms listed at the beginning of this guide. Be as specific about the information you want as possible or you will be overwhelmed.

Language Policy

Many of the sources listed above will lead you to information on language policy as it pertains to Native American Languages but you may also want to search the following:

GPO Access
http://www.access.gpo.gov/su_docs/aces/aaces002.html
The best source of US government information and documents online. This searchable database includes the *Federal Register* and the *Code of Federal Regulations*. You may search more than one database at a time. Look especially at the US Code--the search "native AND languages" in this database will locate information on Federal language policy and grants.

James Crawford's Language Policy Website
http://ourworld.compuserve.com/hompages/JWCRAWFORD/
Full text articles on language policy as well as links to additional resources on the subject.

The *Bureau of Indian Affairs*
http://www.doi.gov/bureau-indian-affairs.html
Includes Office of Tribal Services and Office of Indian Education Programs.

Please ask a librarian if you need further assistance.

Questions on comments about this guide may be directed to Daisy Benson (daisy.b@mail.utexas.edu).

D.Benson October 22, 1997

Lee Bell
A Pathfinder for Introductory HTML Resources
LIS 382L.3
October 14, 1997

We humans need words to communicate. We form those words into sentence through either written or spoken language. Just like words are the basis for our communication, HTML (HyperText Markup Language) is the basic element of all web pages. It is the series of codes and tags that tell the computer to display the text in a certain way. For example, the <bold></bold> tags, tell the computer to show the text in **bold** font. One must learn HTML before anything else in creating pages for the internet. The amount of sources for HTML on the internet is overwhelming because HTML is an intregal part of the World Wide Web. Introductory HTML provides a basic framework for creating web documents such as basic tags for formatting text. Once one has learned basic HTML , she can move on to more fancy stuff like adding CGI scripts or image maps. For the purposes of this pathfinder I focused only on introductory material for HTML and sorted out most of those sources that offered information on advanced HTML and other elements of web pages. I attempted to find comprehensive tutorials of HTML that were well organized. I also wanted to find lists of links to many introductory HTML materials so that the clients could choose for themselves which tutorials to read. Lastly, although the clients specified that they wanted internet sources, I thought it might be helpful to find internet sources that had information about print resources just in case one of the students was interested in finding a book about HTML.

I began by using a comprehensive search page called Internet Sleuth [www.isleuth.com]. With Internet Sleuth one can search several other search engines at a time. The Internet Sleuth will allow a person to choose up to six different searchable databases such as Yahoo!, Excite, HotBot, AltaVista and others to be searched simultaneously for a term. It will then display the top ten URLs for each search engine. I used the search term "beginner's HTML." Any search term with "HTML" in it is likely to yield thousands of hits because the computer language is so pervasive on the web. I hoped to narrow the results by specifying that the pages should be for beginners. Because I was able to search several search engines, I only used the Internet Sleuth. I eliminated sources in several ways. One, I did not include a source if it were unclear who authored it. At times I could not find a specific name, but I could usually find a sponsoring organization such as a university or non-profit organization. I also showed preference for those sources which included links to other pages rather than end pages. Although I am familiar with HTML, I did not want to make an overly judgmental call on which tutorials were more helpful. Instead, I focused on which internet sites were easily read and had updated links. Because there are so many sources that provide links to other pages, I attempted to find lists that did not have a lot of overlapping sources.

The clients are participating schools of the Four Directions Project which is a consortium of Native American reservation schools in ten states bound together by a mission to use new technologies to further education about their Native American heritage. The Four Directions Schools have chosen to use computers and the internet to help students both preserve their cultural heritage and reach far beyond the physical boundaries of schools to learn more. The clients specified that they were interested only in internet sources for the pathfinder. Therefore, I did not use print sources that were available to me, (although they can often be helpful).

To cite the internet sources, I used the suggestions from "Brief Citation Guide for Internet Sources in History and the Humanities" by Melvin Page [http://www.umich.edu/~debate/research/cite.html] as accessed on October 5, 1997.

Annotated Bibliography

Note: the * denotes sources used in the pathfinder.

*1. National Center for Super Computing Applications "Beginner's Guide to HTML" [http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html] 9 October 1997.

The NCSA Beginner's Guide to HTML is probably the most widely listed Internet source for introductory HTML. Most pages with links to resources list the "Beginner's Guide to HTML."

2. "ULIX Guides to Writing HTML" [http://www.ul.ie/Help/HTML/index.html] 9 October 1997.

This is a listing from the University of Limerick of ten links for beginner HTML resources. Some of the titles seemed pretty helpful.

*3. One World Information Services "Writing HTML Documents"[http://oneworld.com/htmldev/devpage/dev-page1.html#doc-a] 8 October 1997.

This is a listing of links for getting started. It includes links for HTML standards. Further down the list there are links for how to do fancy stuff with HTML.

4. Bowling Green State University "HTML Tutors and Beginner's Guides" [http://www.bgsu.edu/departments/tcom/tutors.html] 8 October 1997.

This source comes from the Bowling Green State University Department of Telecommunications. There are lots of links to tutorials. It's an

excellent example of how many sources of HTML information come from university departments, but not necessarily computer science departments.

5. "Guides: to the Web, HTML, Applications..." [http://sun3.lib.uci.edu/~sclancy/guides.html] 8 October 1997.

Some of the sources on this listing are for beginner's but many more of them are for advanced HTML. It could be a source that a person could go back to once she has learned the basics of HTML.

*6. "WWW HTML Resources" [http://www.hyperact.com/hyper10.html] 8 October 1997.

This web pages is sort of a pathfinder in and of itself. I liked it because it has a listing of books available on the topic.

*7. Taylor, Chris "Beginner HTML-Links from the Mining Company" [http://html.miningco.com/msub1.htm] 8 October 1997.

This page provides an annotated listing of resources judged to be helpful for beginner html. The Mining Company has multitudes of listings of internet sources.

*8. "Web Training Center" [http://www.dogtech.com/webcenter/training.htm] 7 October 1997.

The Web Training Center has a long listing of links. Some not found anywhere else. Some are not necessarily to do with beginning HTML, but I thought they might be helpful.

*9. "Yahoo! Search Engine: Computers and Internet:Information and Documentation: Data Formats: HTML/Guides and Tutorials" [http://www.yahoo.com/computers_and_internet/information_and_documentation/data_formats/html/guides_and_tutorials] 9 October 1997.

This is Yahoo! 's annotated index of HTML webpages. There is an option to go to the index for beginner's HTML, but this listing is a little more comprehensive. One favorite site is the Web Monkey.

*10. Case Western Reserve University "Introduction to HTML" [http://www.cwru.edu/help/introHTML/toc.html] 8 October 1997.

This online course from CWRU covers most of the basics thoroughly and also has links to other HTML tutorials. This site is an excellent

example of how a person could take a course over the internet instead of buying a book.

*11. "The Unofficial Internet Book List" [http://www.savetz.com/booklist/] 8 October 1997.

This source is a bibliography of books about various computer topics. The links do not lead to an online version of the book, rather a page that gives author, title and price information for the book. Some of the information given comes from Amazon.com, the online book store.

12. Ragget, Dave and Arnaud LeHors "Hypertext Markup Language " [http://www.w3.org/MarkUp/MarkUp.html] 8 October 1997.

This source is not a good source for beginners because the language uses is a little too technical. It does have a lot of links for HTML, but none of them are really tutorials.

*13. "Creating Net Sites" [http://home.netscape.com/assist/net.sites] 8 October 1997.

Netscape's guide to authoring web pages is pretty useful and has links to tutorials not found on other pages.

*14. Wood, D. "Want to Make Your Own Home Page?" [http://w3.trib.com/~dwood/createpage.html]

This is a great listing of links for making home pages including beginning HTML and other resources such as clip art galleries and how to find a place on the web for your new page.

15. Jordan, Dianne H. "HTML and Web Design" [http://www.liii.com/~dhjordan/cis/htmlinfo.html] 8 October 1997.

This source seemed like it should be helpful at first because it comes from a Computer Information Systems department. Unfortunately, there were only six links. That number seemed a little too small to me.

*16. "HTML Style Sheets" [http://www.glassdog.com/design-o-rama/indesign.htm] 9 October 1997.

This tutorial from Design-o-Rama looks great and has ton of information!

Visitors to the site can read essays about the web as well as take a t tutorial on how to write basic web pages. It is probably my favorite site.

HTML: it doesn't stand for How To Make Lollipops!

A Pathfinder prepared by Lee Bell

So, you've done all the surfing on the Internet you'd ever want to do and now you want to make your own stuff for people to see. How do you get started? Learn HTML. It stands for HyperText Markup Language and its the basic element of all web pages.

Other people want to see you make web pages, too so there are millions of web pages devoted to teaching you the basics of HTML. After you've learned the basics, you're ready to go!

Do I have to take a class to learn HTML?

Not at all! Some people claim you can learn HTML in as little as five minutes! While that may be an exaggeration, there are plenty of online tutorials you can visit. Here are two excellent examples.

1. **National Center for Super Computing Applications "Beginner's Guide to HTML" [http://www.ncsa.uiuc.edu/General/Internet/WWW/HTMLPrimer.html] 9 October 1997.**

2. **Case Western Reserve University "Introduction to HTML" [http://www.cwru.edu/help/introHTML/toc.html] 8 October 1997.**

3. **"HTML Style Sheets" [http://www.glassdog.com/design-o-rama/indesign.html] 9 October 1997.**

How can I find other tutorials for HTML on the web?

If you type in "beginner HTML" in any one of the search engines available on the web, you are likely to get a listing of almost ONE MILLION sources!! Don't want to scroll through them? The following are pages that have listings of HTML Guides and Tutorials.

4. **"Creating Net Sites" [http://home.netscape.com/assist/net.sites] 8 October 1997.**

5. **Wood, D. "Want to Make Your Own Home Page?" [http://w3.trib.com/~dwood/createpage.html]**

6. **Taylor, Chris "Beginner HTML-Links from the Mining Company" [html.miningco.com/msub1.htm] 8 October 1997.**

7. **"Web Training Center" [www.dogtech.com/webcenter/training.htm] 7 October 1997.**

8. **"Yahoo! Search Engine: Computers and Internet:Information and Documentation: Data Formats: HTML/Guides and Tutorials" [www.yahoo.com/computers_and_internet/information_and_documentation/data_formats/html/guides_and_tutorials] 9 October 1997.**

9. **One World Information Services "Writing HTML Documents"[oneworld.com/htmldev/devpage/dev-page1.html#doc-a] 8 October 1997.**

Do I have to read a whole book to learn HTML?

You don't have to read a book at all to learn HTML, but if you'd like to find one to have as a reference, there are some web pages that can point you in the right direction.

10. **"The Unofficial Internet Book List" [www.savetz.com/booklist/] 8 October 1997.**

11. **"WWW HTML Resources" [www.hyperact.com/hyper10.html] 8 October 1997.**

Good Luck!

NATIVE AMERICAN LEARNING RESOURCES
A Pathfinder

by Beth Royall

October 14, 1997
LIS 382L.13
Dr. Loriene Roy
University of Texas at Austin
Graduate School of Library and Information Science

Style Manual: *The Chicago Manual of Style*, 13th ed., rev. Chicago: The University of Chicago Press, 1982.

INTRODUCTION:

Research on Native American learning compasses a range of theories and issues. One current topic is the learning or cognitive styles of students, and if or how these styles are affected by the students' tribal cultures. Other topics of interest are whether particular learning environments and strategies prove more successful for Native American students. Researchers and educators caution against stereotyping a Native American learning style. Many, though, agree that the Indian tribal cultures nurture values and behaviors that may not facilitate success in mainstream schools.

This pathfinder is designed to assist educators in locating information about learning research relevant to kindergarten through high school age Native American students. It is meant to be of particular use to Dr. Paul Resta in his work with the 4Directions project. The 4Directions members are interested in knowing where the current research on indigenous learning is taking place, and what resources exist for incorporating Indian cultural themes into classroom curricula. The bibliography consists of sources that provide coverage of general learning theories and research, and also sources that specifically apply the information to indigenous students. Sources are limited to those readily available at the University of Texas at Austin General Libraries. Preference was given to sources published within the last ten years, particularly those with bibliographies of at least ten other sources.

In compiling the bibliography, I first consulted *ERIC*, using the keywords "learning styles," "learning environments," and "learning strategies." I examined the subject headings assigned to articles containing these keywords, and combined these subject headings with the subject headings "American Indian education" or "indigenous populations." These articles gave me a broad view of the major journals and authors associated with the topic, in particular:

Journal of American Indian Education, *Canadian Journal of Native Education*, and *Journal of Educational Issues of Language Minority Students*, Karen Swisher, Floy Pepper, Cornel Pewewardy, and John W. Tippeconnic III.

My next search was in the University of Texas at Austin on-line catalog (UTCAT), using combinations of the subject keywords "cognitive style," "indigenous education," and "North American Indian education." I also used UTCAT to locate dictionaries and encyclopedias on education or educational psychology. Examining the citations of these publications led me to other likely sources.

My final search for sources was via the internet, using the search engine Hotbot. Hotbot allows for elaborate Boolean searching, a great advantage with a loosely defined topic such as Native American learning research. The search statement I used was similar to the *ERIC* search, but longer, in order to compensate for the lack of any subject indexing on the Internet:

> ("learning styles" OR "learning environments" OR "learning strategies" OR "cognitive style" OR education OR research) AND ("Native American" OR indigenous OR Indian)

I found the most specifically relevant sources to be in journals and on the world-wide web. Many other sources included Native American learning research within the broader context of multi-cultural or second language education.

ANNOTATED BIBLIOGRAPHY

HANDBOOKS & ENCYCLOPEDIAS:

1. Banks, James A. ed. Cherry A. McGee Banks, assoc. ed. *Handbook of Research on Multicultural Education.* New York: Macmillan Publishing, 1995.
LC 1099.3 H35 1995 PCL Reserves

This large reference book includes 2 articles of particular interest: "Educating Native Americans" (p. 331-347), by K. Tsianina Lomawaima, and "Learning Styles and Culturally Diverse Students: A Literature Review," by Jacqueline Jordan Irvine and Darlene Eleanor York (p. 484-497). Lomawaima provides an excellent overview of research and trends, with extensive citations to the literature of the last 30 years. Irvine and York expand on Lomawaima's overview, including a chart of selected learning-styles identification instruments, suggested teaching strategies. They conclude with an evaluation of the problems as well as promising aspects of indigenous learning research.

2. Clark, Burton R., Guy R. Neave, editors-in-chief. *The Encyclopedia of Higher Education, vol. 3: Analytical Perspectives.* Oxford: Pergamon Press, 1992.
LB 15 E49 1992 V.3 PCL Stacks

Although the title of this encyclopedia indicates an emphasis on higher education, the article "Student Learning and Study Strategies," p. 1730-1740, by N. Entwistle, summarizes a broad range of study skills and strategies, reviewing the literature and identifying major theories. Does not specifically address Native Americans. The extensive bibliography includes many British and Australian references. See also the article "Student Development," by G. D. Kuh and F. K. Stage (p. 1719-1730.)

3. Klein, Barry T. *Reference Encyclopedia of the American Indian.* 7th ed. West Nyack, NY: Todd Publications, 1995.
E 76.2 R43 1995 PCL Reference Dept.

A single-volume work--not an encyclopedia in the traditional sense, but a combination directory, bibliography and who's who. Organized in 4 sections, the first is a directory of U.S. tribes, institutions, organizations, schools, etc. The second is a Canadian directory. Section 3 is an extensive bibliography, with a subject index. The "Education" entry lists dozens of publications dealing with Indian education. Section 4 is biographical.

SPECIAL ISSUES & REPRINTS

4. Shade, Barbara J. Robinson, ed. *Culture, Style and the Educative Process.* Springfield, IL: Charles C. Thomas, 1989.
LC 1099.3 C85 1989 PCL Stacks

This book contains mainly reprints of journal articles, emphasizing African American, Native American, and Mexican American cultures. Three chapters focus specifically on Native American children, as well as a chapter on creating culturally compatible classrooms.

5. Tippeconnic, John W. III, ed. *Journal of American Indian Education.* Special issue.
   Tempe, AZ: Arizona State University, August 1989.
   E 97.5 J645 PCL Stacks

Though now eight years out-of-date, thus special issue presents comprehensive coverage of Native American learning style research through 1989. The nine articles include literature reviews, research results, as well as specific recommendations for teachers.

MONOGRAPHS

6. American Association of School Administrators. *Learning Styles: Putting Research and Common Sense Into Practice.* Arlington, VA: AASA Publications, 1991.
   LB 1060 L44 1991 PCL Stacks

A brief, 50-page book, presenting a clear overview of learning theories, research, and applications. While not directly addressing the theories in relation to Native American students, it cautions against stereotyping students or cultural groups into one particular style.

7. Battiste, Marie and Jean Barman, eds. *First Nations Education in Canada: The Circle Unfolds.* Vancouver: UBC Press, 1995.
   E 78 C2 F45 1995 PCL Stacks

This publication includes an article, "Learning Processes and Teaching Roles in Native Education: Cultural Base and Cultural Brokerage," by Arlene Stairs, p. 139-153, that explores the traditional Native processes of education using the North Baffin Inuit as an example. Stairs contrasts these concepts with formal education, and suggests a possible synthesis.

8. Pepper, Floy C. *Effective Practices in Indian Education: A Teacher's Monograph.*
   Portland, OR: Northwest Regional Educational Laboratory, 1985.
   E 97 P439 1985 PCL Stacks

Though now 12 years old, this book provides not only an overview of topics, but also specific teaching suggestions and examples. Includes Pepper's ideas of what teachers of Indian students should know, from suggestions for effective classroom and time management, to parent and community involvement.

9. Swisher, Karen. *American Indian/Alaskan Native Learning Styles: Research and Practice.* ERIC Digest, May 1991. Sponsored by: Office of Educational Research and Improvement, Washington, D.C.
   ERIC accession # ED335175 PCL Microfiche

Although only 3 pages, this *ERIC Digest* begins with a review of the literature, then compares the cultural patterns of American Indian and Alaskan Natives with typical classroom learning environments. Swisher concludes with practical recommendations for teachers.

INDEXES

10. *Uncover Reveal.* (electronic mail alert service) Denver, CO : The UnCover Company.

An e-mail service that provides photocopies of tables of contents from selected journals. This service also allows patrons to submit search strategies. These are matched against the *CARL* index of more than 17,000 journals, and the results are emailed to the patron.

11. *ERIC.* (online index) Arlington, VA: sponsored by the U.S. Dept. of Education, 1966-.
UT Library homepage "Indexes and Abstracts"

The most comprehensive index to education literature, specifically journal literature. Available in print, CD-ROM and on-line formats, *ERIC* is updated frequently, and utilizes a formal thesaurus of subject headings. The online index contains the two print indexes *RIE*, Resources in Education, and *CIJE*, Current Index to Journals in Education. Useful subject terms:

cognitive style
learning strategies
American Indian education
educational strategies
indigenous populations
teaching styles
learning processing
instructional preference
active learning
multisensory learning

12. *Subject Guide to Books In Print.* New Providence, New Jersey: R. R. Bowker, 1994.
PCL Card Catalog Area Z 1215 P973

These five volumes provide subject access to *Books In Print*. Volume five includes a thesaurus of subject terms. The most useful for this topic is "Indians of North America—Education."

INTERNET RESOURCES

13. *Alaska Native Knowledge Network.* http://zorba.uafadm.alaska.edu/ankn/index.html

Sponsored by the Alaska Federation of Natives, the University of Alaska, the National Science Foundation, and the Annenberg Rural Challenge. The stated mission is "to serve as a resource for compiling and exchanging information related to Alaska Native knowledge systems and ways of knowing…[and] to provide support for the integration of Alaska Native knowledge and ways of knowing into the educational systems of Alaska." A very well-organized web site providing information on indigenous knowledge systems and indigenous education worldwide. Included is a Culturally-Based Curriculum Resources Database of actual lesson plans.

14. *AskERIC InfoGuide: Learning Styles*. Compiled by Catherine Anderson, 12-1-95. http://www.cua.edu/www/eric_ae/infoguide/LEARNSTY.HTM

A listing, with descriptions, of primarily electronic resources about "theories, research, programs, and techniques" addressing learning styles (not specific to indigenous populations.) Anderson has organized the citations by format, including internet sites (gophers, listservs, telnet, and web pages) as well as print sources. Includes instructions for subscribing or otherwise accessing.

15. *Learning-Org Listserv.* Richard Karash, facilitator. Sponsored by Innovations Associates, Inc. http:world.std.com/~lo

This is a listserv for people interested in the learning organization concept, as described by Peter M. Senge in *The Fifth Discipline*, published in 1990. A learning organization is any group dedicated to collaborative learning and a common goal. The listserv began in June of 1990. The archives are searchable by subject and date.

16. *National Clearinghouse for Bilingual Education* (web page). http://www.ncbe.gwu.edu

The NCBE website includes full-text articles and is searchable. Karen Swisher's article "American Indian Learning Styles Survey: An Assessment of Teachers [sic] Knowledge" from volume 13 of the *Journal of Educational Issues of Language Minority Students* is presented in full. To go directly to Native American resources access http://www.ncbe.gwu.edu/links/langcult/native.html.

NATIVE AMERICAN LEARNING RESOURCES[128]

A Pathfinder

The topic, Native American learning, represents a broad range of ideas including learning styles, learning environments and learning strategies. As educators continue to try to improve education for Native Americans, attention has been focused on providing culturally relevant materials in pre-college curriculum.

Prepared for Dr. Paul Resta, 4Directions Project
By Beth Royall, University of Texas at Austin, GSLIS
Call numbers refer to UT General Libraries locations.

Start with handbooks and encyclopedias for historical and current summaries of theories and practices.

⇒ Banks, James A., ed. Cherry A. McGee Banks, assoc. ed. *Handbook of Research on Multicultural Education.* New York: Macmillan Publishing, 1995.
(LC 1099.3 H35 1995 PCL Reserves)

Look at: "Educating Native Americans" (p. 331-347) and "Learning Styles and Culturally Diverse Students: A Literature Review" (p. 484-497).

⇒ Clark, Burton R., Guy R. Neave, editors-in-chief. *The Encyclopedia of Higher Education, vol. 3: Analytical Perspectives.* Oxford: Pergamon Press, 1992.
(LB 15 E49 1992 V.3 PCL Stacks)

Look at: "Student Learning and Study Strategies" (p. 1730-1740) and "Student Development" (p. 1719-1730).

Special issues and reprints are useful for conveniently bringing together articles on a particular topic. Check both *UTCAT* and *ERIC.* Special issues will be shelved with the journal, and indexed in *ERIC.* Reprints of articles from more than one journal will be published as a book, and can be found through the library catalog.

⇒ Tippeconnic, John W. III, ed. *Journal of American Indian Education.* Special issue. Tempe, AZ: Arizona State University, August 1989.
(E 97.5 J645 PCL Stacks)

Comprehensive coverage of Native American learning style research through 1989, including literature reviews, research results, as well as specific recommendations for teachers.

⇒ Shade, Barbara J. Robinson, ed. *Culture, Style and the Educative Process.* Springfield, IL: Charles C. Thomas, 1989.
(LC 1099.3 C85 1989 PCL Stacks)

Three chapters focus specifically on Native American children, as well as a chapter on creating culturally compatible classrooms.

Online or print indexes can uncover the most recent journal publications on a topic.

⇒ *ERIC.* Arlington, VA: sponsored by the U.S. Dept. of Education, 1966-.
(UT Library homepage "Indexes, Abstracts and Full Text")

ERIC is the most comprehensive index to education literature, specifically journal literature. Updated frequently. Useful subject terms:

cognitive style
learning strategies
American Indian education
indigenous populations
teaching styles
learning processing
instructional preference
educational strategies
active learning
multisensory learning

⇒ *Uncover Reveal.* (electronic mail alert service) Denver, CO : The UnCover Company.
(UT Library homepage "Indexes, Abstracts and Full Text")

Request copies of the tables of contents of new issues of *The Journal of American Indian Education.* Also submit up to 25 search strategies using *ERIC* subject terms for notification of new articles. Do not use Boolean logic—limit each strategy to a few keywords.

Internet websites can contain everything from lists of resources, to full-text articles, to complete layouts of special projects. Use a search engine to locate potential sources. *HINT:* try **Hotbot** at http://www.hotbot.com

- Change TO LOOK FOR ALL THE WORDS
  to
  BOOLEAN PHRASE
- Enter terms such as those recommended for *ERIC.*
- Enclose a phrase in quotation marks to look for an exact match.
- Connect phrases with OR to find synonyms.
- Use AND to limit by culture or grade-level.

EXAMPLE:

("cognitive styles" OR "learning styles") AND ("Native American" OR "American Indian" OR indigenous)

Good websites:

⇒ Alaska Native Knowledge Network.
http://zorba.uafadm.alaska.edu/ankn/index.html

Parallels many goals of the 4Directions Project. Contains information on Alaska Native cultural resources, indigenous knowledge systems, and culturally-based curriculum resources.

⇒ *AskERIC InfoGuide: Learning Styles.* Compiled by Catherine Anderson, 12-1-95.
http://www.cua.edu/www/eric_ae/infoguide/LEARNSTY.HTM

An annotated bibliography of electronic and paper resources on learning styles.

Sign up with *Uncover Reveal* for automatic notification of new publications. Check *ERIC* and the internet frequently for very recent information. *UTCAT* and *Subject Guide to Books in Print* are worth checking annually.

THE PSYCHOLOGY OF HUMAN LEARNING:
A PATHFINDER FOR HIGH SCHOOL TEACHERS

LIS 382L.3
Professor Roy

By
Ruth K. Chiego
October 14, 1997

Citation Manuals:

Gibaldi, Joseph, and Walter S. Achtert. MLA Handbook for Writers of Research Papers. 3rd ed. New York: The Modern Language Association of America, 1988.

Citations of Internet sources are derived from the essential principles of academic citation in:
Turbian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 5th ed. Chicago: University of Chicago Press, 1987.

Introduction:

In 1931, psychologist Edward L. Thorndike, a pioneer in the use of experimental methods to investigate learning, wrote *Human Learning*. He noted that humanity's power to change resides in learning. Learning can be defined as obtainment of any relatively permanent change in behavior, patterns of thought or emotion as a result of study or experience. The cumulative nature of human learning creates a kind of snowballing effect, influencing growth of academic and social abilities. As facilitators of learning teachers often want to obtain more information about learning and the psychological aspects emphasizing the acquisition of skills that are largely unique to humans. Information sources covering the psychology of human learning can help teachers isolate some important influences on the nature of humans that are specialized in, expert at, and highly dependent upon ability to learn.

The purpose of this pathfinder is to facilitate access to information available in academic libraries that discusses the psychology of human learning in its relevance to instruction, educational issues, and educational problems that would be useful to high school teachers. This pathfinder was designed for teachers employed at schools participating in the Four Directions Project. Questions teachers have may include:

1.) What are the basic principles of learning?
2.) How do I examine learning exceptionalities (e.g., hearing impaired, dyslexic, and accelerated students) in relation to learning theories?
3.) How can learning theories be applied to teaching specializations (e.g., mathematics, and language arts)?
4.) How can I utilize learning theories to analyze, evaluate and design instructional strategies?

I found sources that were too theoretical for teachers to use and apply to their teaching needs, therefore the sources in this pathfinder were chosen based on usefulness in preparing for successful classroom teaching. Also considered was the clarity with which sources gave an overview of this broad subject of study for those not in the field of educational psychology.

Methodology:

I started compiling a list of potential sources with a search of UTCAT, the online catalog at the University of Texas at Austin. Key words such as, "human learning," "cognition," "classroom learning," "secondary school learning," and "learning theory" were used in my search for pathfinder sources throughout the selection process. I discovered that locating repeatedly cited sources in bibliographies of paper-based sources and in references within articles on CD-ROM products such as the index PsycLit useful in making selection decisions. I also chose current (published after 1985) sources produced by reputable publishers. These sources were often less cited, or not cited at all, therefore I selected these, and all sources, by evaluating their clarity, uniqueness, or applicability to the needs of high school teachers with questions about the psychology of human learning. After these preliminary findings I began investigating Internet sites of institutions offering courses in educational psychology and gained further sources to examine from bibliographies, syllabi, and links to psychology and education related sites. I entered my key words into search engines such as HOTBOT, Excite, and Alta-Vista (advanced search).

BIBLIOGRAPHY:

Directories/Bibliographies:

1.) Borchardt, D.H., and R.D. Francis. How to Find Out in Psychology: A Guide to the Literature and Methods of Research. Oxford: Pergamon Press, 1984.

Borchardt and Francis have designed this ready reference guide to enables users to find sources containing detailed information on a variety of fields in psychology. Serving as guide to basic concepts in psychology and the structure and contents of research materials commonly used in the field of psychology, this book can be used as a tool to make locating information in unfamiliar sources a less daunting task. Borchardt and Francis give advice on how to use these research materials and the bibliographic information of selected titles. Although this source is no longer current, it provides invaluable information for those unfamiliar with the arrangement and terminology used in some of the most valuable sources in the field of psychology.

2.) Loke, Wing Hong. A Guide to Journals in Psychological Education. Metuchen: Scarecrow Press, 1990.

Loke provides thorough annotations to 356 periodicals in psychology and education. One page is devoted per journal to the basic bibliographic information (publisher, editor) and details which briefly address the current focus, subject matter, special features, and recent topics covered within the selected publication. This is a good selection tool for finding journals that feature articles that address psychology and learning. Users may locate the described journals through the information about where the journal is indexed. Three separate indexes allow the user to find a particular journal by title, publisher, or editor. This guide can also act as a directory for those interested in manuscript submission or simply the journals produced by a particular publisher.

Encyclopedias:

3.) Gregory, Richard L., and O.L. Zangwill. The Oxford Companion to the Mind. Oxford: Oxford University Press, 1987.

A single volume of 1001 alphabetically arranged entries, varying in length from a few sentences to several pages long. Gregory and Zangwill present users with an excellent reference source on various mental phenomena (e.g., learning and learning theories, the biological basis of memory, and the effects of brain developments. Discussion is not limited to topics such as "learning theories" and "children's understanding of the mental world," as they relate to psychology, instead discussing these issues in terms of philosophy and physiology broadens the scope. Bibliographies included provide sources of further reading, and the entries are made accessible through a comprehensive index.

4.) Squire Larry R. Encyclopedia of Learning and Memory. New York: MacMillan, 1996.

Containing 189 alphabetically arranged, signed articles, some accompanied by bibliographies, this single volume contains valuable and clear information pertaining to the biological aspects of learning that occur in the brain. The illustrations included are helpful, and the clean format and writing style make this book easy to use and understand. Entries vary in length, but all entries are cross-referenced extensively so that further information on related topics can be obtained. Basic developmental concepts, the history of learning theories, school instructional learning, and other topics of interest are only represent tiny portion of what can be found in this source in relation to the psychology of human learning.

Indexes:

5.) Child Development Abstracts and Bibliography. (CD-ROM). Chicago: The University of Chicago Press, 1990-.

This indexing and abstracting service is updated tri-annually and is a source for reference to current literature related to the growth and development of children. Sources of interest may be covered under subject headings such as, "cognitive," "gifted students," "disabilities," "learning" and "theory of mind." Educational psychology is among the many disciplines which contribute to the 275 journal titles (e.g., *Psychology in the Schools*, *Cognitive Development*, *Journal of Applied Developmental Psychology,* and *Journal of Adolescent Research*) within this source containing book reviews and abstracts of articles featured in them. This particular service can also be accessed through Psychological Abstracts.

6.) ERIC. (computerfile). Phoenix: Washington: Department of Education, 1966-.

The electronic version of CIJE (Current Index to Journals in Education) and RIE (Resources in Education). ERIC indexes journal articles, unpublished research reports, conference papers, publications of associations and government agencies, and some books. The information sources contained cover a variety of subjects pertaining to education including school and educational psychology, and counseling. Some helpful subject headings for using in ERIC search formulations are "Behaviorism," cognitive processes," "Piagetian Theory," "learning theories," and "Constructivism." One can search ERIC thorough using a variety of key word strategies and other methods which one can learn more about if they choose to read the easily accessible search instructions.

7.) PsycLit. (CD-ROM). New York: Silver Platter, 1987-.

The electronic version of Psychological Abstracts provides summaries of periodical literature related to the field of psychology. The table of contents divides this broad field into areas of psychology study including general psychology, experimental psychology, developmental psychology, applied psychology and educational psychology. Searches on various topics are under subject headings such as "learning theories," "cognition," and "learning strategies" will provide relevant information. Author and subject indexes are published annually to provide access to author, subject and citation number. Some journals of direct relevance in PsycLit that cover issues pertaining to the study of human learning are *Journal of Educational Psychology, Cognition and Instruction, Instructional Science,* and *Learning and Instruction.*

Books:

8.) Byrnes, James P. Cognitive Development and Learning in Instrumental Contexts. Boston: Allyn & Bacon, 1996.

Byrnes has designed this book to summarize psychological research on students' learning in reading, mathematics, writing, social studies, and science. This book discusses how children learn different subject areas so teachers can improve individual instruction within diverse classrooms. Byrnes offers information about learning strategies and covers theories of cognition and links all of these things to the specific areas of study students encounter in the classroom. A section on instructional implications appears towards the end of each chapter to help the reader apply theory to practice.

9.) Crook, Charles. Computers and the Collaborative Experience of Learning. London: Routledge, 1994.

Computers and the Collaborative Experience of Learning examines the impact of new technology on educational practice. Crook takes as his central theme the sociocultural nature of education and the importance of the various interactions made possible by new technology. For example, pupils can interact with the computer, with each other through the computer, with each other at the computer while carrying out a task, or with the teacher. An analysis of how computers can be used as a tool to help students work together may negate worries some may have regarding the potential for isolating students from one another instead of allowing them engage in classroom socialization. This is an invaluable source of information for those who would like to read and learn about the changes taking place in our culture and our classrooms which can effect the psychological aspects of learning.

10.) Dembo, Myron H. Applying Educational Psychology in the Classroom. 4th ed. White Plains: Longman, 1991.

Dembo's book functions as an instructional model for how instructors can apply educational psychology in the classroom. Teachers are presented as decision-makers in control of their classrooms. Learning theories are covered in relation to behavioral, instructional and cognitive approaches to learning. Dembo lays groundwork for more effective teaching by revealing how an understanding of psychology and a productive classroom go hand in hand. Measurement and evaluation is discussed in relation to what teachers can do if they would like to analyze the progress of students or test scores. Each section of the book is followed with helpful examples, hints, and suggestions for further reading.

11.) Glover, John A., and Roger H. Bruning. Educational Psychology: Principles and Applications. 3rd ed. Glenview: Scott, Foresman, & Co., 1990.

Glover and Bruning's goal in writing this book is to tell teachers who are interested how to make learning more meaningful for their students. Their focus is to facilitate discussion on teaching effectiveness and how to achieve it. Because this is the third edition of this book Glover and Bruning have generated and tested several exercises which apply to teaching and have provided them as motivation for teachers to leave a lasting learning impression on children and to build on the good foundations they have already begun.

12.) Hergenhahn, B.R., and Matthew H. Olson. An Introduction to Theories of Learning. 5th ed. Upper Saddle River: Prentice Hall, 1996.

Hergenhahn provides a contained chapter to each major theory/theorist (e.g., Skinner, Thorndike, Pavlov, Piaget, and Estes). He sets a foundation for readers with an introduction to learning which is clearer and more complete than most. He defines learning at the outset in its narrowest and broadest senses. Each chapter concludes with an evaluation section including conditions and criticisms of theories and concepts of learning developed from these theories. Two helpful and synthesizing features Hergenhahn offers are biographical sketches of each theorist and quotes from those theorists, which shed some light on the subtleties of the theories.

13.) Hohn, Robert. Classroom Learning & Teaching. White Plains, Longman: 1995.

An excellent textbook for those who want learning theory covered in detail but with clarity. Hohn provides a good synthesis of competing learning theories. He emphasizes the importance of learning study, learning theories, and the history of these theories, because he wants to assure his intended audience, educators, that the study of learning is a worthwhile pursuit. Hohn spends some time discussing the importance of a parents' education and issues of race and ethnicity. He also includes a section on computer assisted instruction and discusses the effects of new technology on group learning, gender differences, and motivation. This type of instruction is discussed in relation to their effects on instruction and the learning process in general. Pluses in this book are the extensive bibliography and the clear marginal notes, which assist readers' comprehension of some otherwise complex information.

14.) Phye, Gary D., ed. Handbook of Academic Learning: Construction of Knowledge. San Diego: Academic Press, 1996.

Phye provides a comprehensive resource on the mechanisms and processes of academic learning. Beginning with general themes that cross subject and age level, he discusses what motivates students to learn and how knowledge can be made personal for better learning and remembering. Individual chapters identify proven effective teaching methods for the specific domains of math, reading, writing, science, and critical problem solving, how students learn within those domains, and how learning can be accurately assessed for given domains and age levels. He discusses the development of basic literacy skills, providing a foundation for more advanced problem solving. Constructivism is discussed in the context of recognition that the social dimension of classroom learning emphasizes the motivational elements as essential learner characteristics. This book is designed to empower educators to develop, implement, and field test authentic instructional practices at their school site. The book provides a review of the literature, theory, research, and skill techniques for effective teaching and learning.

15.) Stipeck, Deborah J. Motivation to Learn: From Theory to Practice. 2nd ed. Needham Heights: Allyn and Bacon, 1993.

Theories, research, and practical issues related to achievement motivation are integrated in this book to provide an overview of current theories in the field of educational psychology. The text gives concrete examples and practical guidance for diagnosing and improving students' motivation, focuses on motivation in the school setting and also gives examples from athletic and other achievement contexts. Charts, checklists, and diagnostic tools are provided to help teachers diagnose motivational problems in students. This book is unique because it provides profiles of real children with motivation problems. Newly introduced terms are summarized at the end of each chapter.

Internet:

16.) Schank, Roger, and Chip Cleary. "Engines for Educators." [http://www.ils.nwu.edu./~e_for_e/nodes/I-M-NODE-4121-pg.html]. Oct., 1997.

"Engines for Educators" is a site designed for those who have interest in "how people learn and what that says about how we should educate them." Cognitive scientists join forces with educators, psychologists, and artificial intelligence experts in the collation of this work. The project is an on-line book covering topics briefly, and gives basic information on subjects such as, motivation, human memory, learning theory, Progressivism, Constructivism, and cognitive cognitive styles. An exceptionally helpful feature of this site is the variety of teaching tips it supplies. The institution/group of scholars supporting this site is the Institute for Learning Sciences at Northwestern University.

17.) Wyman, Pat. "The Center for New Discoveries in Learning: Answers for ADD, ADHD, Dyslexia, & Poor Nutrition." [http://www.howtolearn.com/index.html] Oct., 1997.

Wyman is the founder of The Center for New Discoveries in Learning, and her organization's award-winning web site provides information on learning strategies and a variety of educational resources, as the site's title suggests. One of these resources is a basic learning style assessment test called a "personal learning style inventory." The test is designed to allow one to pinpoint their own learning style or someone else's learning style, because it provides results indicating which learning style the test-taker favors. After users take the test they are referred to a page discussing the ways they learn best as visual, auditory, or kinesthetic learners, or a mix of two styles, or all three. Wyman chiefly uses this site as a way to supply jargon-free information about some very complicated learning disabilities for anyone interested in their impact on learning.

Works Not Examined

Adapting Teaching Strategies to Learning Styles. Videocassette. Prod. Normandale Community College, 1992. 48 min.

Brain-Based Learning. Videocassette. Prod. Chemeketa Community College, 1994, 64 min.

Bigge, Morris L. Learning Theories for Teachers. 4th ed. New York: Harper and 1982.

Developing Successful Learning Strategies. 5 Videocassettes. Prod. National Training Network, 1992. 535 min.

Educational Psychology in Action. Videocassette. Prod. Prentice-Hall, 1988. 65 min.

Gagne, Robert M., and Mary Perkins Driscoll. Essentials of Learning for Instruction. 2nd ed. Englewood Cliffs: Prentice Hall, 1988.

Howe, Michael J.A.. Understanding School Learning: A New Look at Educational Psychology. New York: Harper and Row, 1972.

Gredler, Margaret E. Learning and Instruction: Theory into Practice. New York: Prentice Hall, 1996.

Learning Theories and Practices. Videocasette. Prod. McGraw-Hill, 1997.

Reid, D. Kim, et. al. Cognitive Approaches to Learning Disabilities. 3rd ed. Austin: PRO-ED, 1997.

Rhodes, Robert W. "Native American Learning Styles." Journal of Navajo Education. 7 (1989): 29-37.

Schunk, Dale H. Learning Theories: An Educational Perspective. New York: Prentice Hall, 1996.

THE PSYCHOLOGY OF HUMAN LEARNING:
A PATHFINDER FOR HIGH SCHOOL TEACHERS

Learning can be defined as the obtainment of any relatively permanent change in behavior, patterns of thought or emotion as a result of study or experience.

The purpose of this pathfinder is to facilitate access to information available in academic libraries that discusses the psychology of human learning in its relevance to instruction, educational issues, and educational problems that would be useful to high school teachers. This pathfinder was designed for teachers employed at schools participating in the Four Directions Project.

Q: Which sources offer brief background information on topics such as, learning, learning theories, child psychology, and the biological aspects of learning occurring in the brain?

A: Encyclopedias covering these topics and other related topics such as:

- Gregory, Richard L., and O.L. Zangwill. The Oxford Companion to the Mind. Oxford: Oxford University Press, 1987.
- Squire, Larry R. Encyclopedia of Learning and Memory. New York: MacMillan, 1996.

Q: Where can I find the most current information and research reports related to the psychology of human learning?

A: Indexes will lead you to the most current books, and articles within journals including *Psychology in the Schools, Contemporary Educational Psychology, Learning and Instruction* and *Cognition and Instruction.* Useful indexes for these purposes are:

- ERIC. (computerfile). Phoenix: Washington Department of Education, 1966-.

  -The electronic version of CIJE (Current Index to Journals in Education) and RIE (Resources in Education).
- PsycLit. (CD-ROM). New York: Silver Platter, 1987-.
  -The electronic version of Psychological Abstracts.

Q: How do I use these indexes? How can I find out what kind of information specific journals feature?

A: Directories and bibliographies can provide information about how sources are organized and best used; a useful resource is:

- Borchardt, D.H., and R.D. Francis. How to Find Out in Psychology: A Guide to to the Literature and Methods of Research. Oxford: Pergamon Press, 1984.

Some sources provide content descriptions of journals, one of these is:

- Loke, Wing Hong. A Guide to Journals in Psychology and Education. Metuchen: Scarecrow Press, 1990.

Q: Are there sources that will give me clear and in-depth information pertaining to classroom situations and the psychology of human learning?

A: Books designed to educate teachers are valuable for their applied coverage of psychology in the classroom. The following is a list of such books, and a brief description of what makes them unique.

- **-Both of these sources identify areas of study (i.e., mathematics and reading) and address ways in which instructors can improve their teaching.**
  Dembo, Myron H. Applying Educational Psychology in the Classroom. 4th ed. White Plains: Longman, 1991.
  Phye, Gary D., ed. Handbook of Academic Learning: Construction of Knowledge. San Diego: Academic Press, 1996.
- **-A thorough source which synthesizes competing learning theories while also covering the impact of race and ethnicity in its relation to learning is:**
  Hohn, Robert. Classroom Learning & Teaching. White Plains: Longman, 1995.
- **-An examination of computers in the classroom and its effects on learning can be found in:**
  Crook, Charles. Computers and the Collaborative Experience of Learning. London: Routlege, 1994.
- **-The psychology of motivation and its impact on learning is evaluated in:**
  Stipek, Deborah J. Motivation to Learn: From Theory to Practice. 2nd ed. Needham Heights: Allyn and Bacon, 1993.

Q: What are some Internet sites useful for obtaining information about learning?

A: Two sites with pertinent information are:

- Schank, Roger, and Chip Cleary. "Engines for Educators." [http://www.ils.nwu.edu./~e_for_e/nodes/I-M-NODE-4121-pg.html]. Oct., 1997.
- Wyman, Pat. "The Center for New Discoveries in Learning: Answers for ADD, ADHD, Dyslexia, & Poor Nutrition." [http://www.howtolearn.com/index.html] Oct., 1997.

***** THIS IS BY NO MEANS AN EXHAUSTIVE LIST OF SOURCES FEATURING HELPFUL INFORMATION FOR GAINING MORE INFORMATION ON THIS TOPIC. IF YOU ARE NEED ADDITIONAL ASSITANCE, ASK A LIBRARIAN FOR HELP. GOOD LUCK IN YOUR SEARCH FOR SOURCES DISCUSSING THE PSCYCHOLOGY OF HUMAN LEARNING!*****

Created by: Ruth K. Chiego 10/97

Building a Virtual Museum:
a pathinder of resources for the Four Directions Project
prepared by Lee Bell

Since the final home for your virtual museum will be be on the World Wide Web, it only stands to reason that you can find many resources there. The following are various websites where you can find resources to help you build your virtual museum.

Are there other schools working on virtual museums? What are they doing?

"Bellingham Schools Virtual Museum" http://www.bham.wednet.edu/bpsmuse.htm

The Bellingham, WA Public Schools have an excellent website outlining their curriculum for building virtual museums. Items on the site include articles about virtual museum concepts, links to classroom resources,including webpages for the schools' Introductory and Advanced Virtual Museum classes.

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Have any schools worked with QTVR? Do they have any advice for someone else using QTVR?

"QTVR: A Practical Guide" http://www.sils.umich.edu/~mbonn/guide.htm

A group of Library and Information Studies students at the University of Michigan share what they have learned from using the manuals for QTVR, including what works and what does not. They promise you might find some helpful tips not found in the manuals.

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Is there anyone who has done lots of work with virtual museums and can offer some resources?

"From Now On" http://fromnowon.org/recent.html
This page presents several articles from "From Now On"an educational technology journal. Three of the articles are by Jamie McKenzie, who worked with the Bellingham,WA Schools on their virtual museum project.

"Live Text Topics" http://www.ilt.columbia.edu/k12/livetext/topics/

The Institute for Learning Technologies at Columbia has dozens of links to pages about various uses of technology in schools. One of the menu topics is "museum projects" which will lead to some sources about virtual museums in schools.

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How do I find information on the internet about Native American tribes that can be included in my virtual museum project?

Using a search engine such as InfoSeek or Yahoo!,
type in the search term "native american resources." You will likely get hundreds of hits. The following are some sites that are particularly useful.

"The Native American History Archive" http://www.ilt.columbia.edu/k12/naha/

"Index of Native American Resources on the Internet"
http://hanksville.phast.umass.edu/misc/NAresources.html

"Native American Sites" http://info.pitt.edu/~lmitten/indians.html

"Native American Indian: Art, Culture, Education, History, Science" http://indy4.fdl.cc.mn.us/~isk/

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What are some good examples of non-school oriented virtual museums on the web?

Many of the of the "virtual museums" on the internet are not true virtual museums in the sense they don't really have virtual tours of exhibits or use technology such as QTVR.The following are some interesting virtual museums.

"The Louvre" http://mistral.culture.fr/louvre/

"Museo Prado" http://museoprado.mcu.es/prado/html/ihome.html

"Uffizi Gallery" http://www.uffizi.firenze.it/

"Inter-Tribal Gallery" http://www.indart.com/gallery/gallery.htm

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Good luck on the virtual museums projects. Maybe soon you will be a resource for others trying to build their own virtual museums!

Jennifer Thomas

Pathfinder on QuickTime

October 14, 1997

Part I.

QuickTime (QT) is a system extension program that performs support for multimedia in two ways. First, QT allows a computer user to create, edit, and view movies of digital images. Second, QT works in concert with image and audio applications to enhance their multimedia capabilities. For example, QT works with the Macintosh application Movie Player in order to view or to hear files that were made without QT. The latest expansion of QT, QuickTime Virtual Reality (QTVR), allows the creation and viewing of 3D panoramas or objects or images on Power PC Macintoshes or Power PCs.

The QT pathfinder is intended for use by teachers from schools participating in the Four Directions project. Four Directions is a consortium of schools located in ten states that provide Internet access in the goal of "integrating Native American culture and technology into education". The intention of the pathfinder is to introduce teachers to the program, to explain its functions and capabilities, to provide examples that could be used in classroom activities, and to provide opportunities for further learning. The pathfinder therefore includes resources that define QT, outline how to create a simple movie using QT, describe the software and hardware required to use it, briefly define and describe the functions of QTVR, and lead the audience to examples and additional resources for self-learning.

In the total search I used the World Wide Web, ERIC, UTCAT, and a local bookstore. The search began with the World Wide Web. I visited the Apple Web site where I found numerous links offering samples of a QT tutorial. I visited the Four Directions home page to learn about the needs of the client. Next, I conducted a Web search using the search engine Altavista. I used a variety of combinations of the words QuickTime, teacher, classroom, tutorial, instructional technology, how-to, and multimedia. Because Web searching returned many irrelevant hits, I tried ERIC and UTCAT to search for journal and book resources. In these places I was able to focus on instructional related searching better and found two educational books and popular journal articles. My last search involved going to a local bookstore to find the latest books regarding multimedia. I found a particularly effective book with many QT tutorials for educators.

I chose sources on the basis of authority, accuracy, currency , and technological sophistication. Sources had authority if the entity responsible for their content was an organization or professional with a history in the computer field or education. I judged sources for accuracy by whether they used correct grammar, or, if Web pages, had working links. Because the computer field changes constantly, I chose to include sources that were one year old or less. The last criteria was the level of technical writing in the sources. If sources contained words or concepts too difficult for a teacher new to the topic, they were not included.

Part II: Annotated Bibliography

American Psychological Association. (1994) . Publication Manual of the American Psychological Association. Washington, D.C.: American Psychological Association.

1. Apple Computer, Inc. (1997) . Apple QuickTime Home [On-line]. Available: http://quicktime.apple.com/

Apple's homepage is the definitive resource on its product, QT. Because it features information ranging from specification sheets and technology briefs to software downloads and tutorials, it can overwhelm the first-time QT learner. This site primarily serves as a list of links about the latest developments or version upgrade of QT, but also includes links to Web pages of a more introductory nature that are more appropriate for the first time QT user. The most useful links for the pathfinder's purposes include a tutorial, samples, and software. Apple claims that over 20,000 Web sites offer QT content.

2. Apple Computer, Inc. (1997) . Apple QuickTime VR Home [On-line]. Available: http://qtvr.quicktime.apple.com/

The latest extension of QT, QuickTime Virtual Reality (QTVR), is the focus of this Web site that ranges from simple to technical information, and contains links to software, samples, specifications, and tutorials. With QT, video and image files can be created which represent an 3D object or panorama. QTVR requires more sophisticated computer system characteristics, such as available hard disk space, RAM, and processor speed than the basic QT. When including resources about QTVR in the pathfinder, it is essential to include information on these required system requirements and software.

3. Apple Computer, Inc. (1997). How QuickTime VR Works [On-line]. Available: (http://qtvr.quicktime.apple.com/how.html)

How does QTVR transform digital photographs to 3-dimensional images? This page gives a brief description to the 3-d object and panorama capabilities of QTVR. It serves as an excellent introduction to QTVR's functions in a clear and jargon-free manner.

4. Apple Computer, Inc. (1997) . Apple QuickTime Samples [On-line]. Available: http://quicktime.apple.com/samples

For those who would like to see examples of QT's capabilities, this Web page offers 40 links to other Web pages which incorporate QT features. There are links to Web pages which have QT enhanced components embedded in the pages, and other pages which offer examples of QT movies, music and audio files available for download. However, none of the sample links included information relating to the use of QT for educational purposes, although this type of information would have been helpful for the teacher audience. The best link for pathfinder purposes is the "video vault" of the Cable News Network, discussed elsewhere. The other sample pages seem too diverse in type, difficulty, and system requirements for teachers who are new to QT.

5. Apple Computer, Inc. (1997). QuickTime Software Page [On-line]. Available: http://quicktime.apple.com/sw/sw.html

Here a user may download QT for Macintosh, Windows 3.1 , and Windows 95 machines. One may also download a free movie editor program and the QTVR plug-in for viewing QT movies in Web browsers. The instructions for download are simple and include links to help pages for performing the download. Because these components are essential for using QT, this page will referenced in the pathfinder.

6. Apple Computer, Inc. (1997) . QuickTime Tutorials [On-line]. Available: http://quicktime.apple.com/tutorials

Geared toward users who have no experience with QT, this page defines QT and the QT Netscape plug-in. It offers a tutorial in the creation of a postcard, allowing for the download of QT and the necessary video programs and system requirements to accomplish the exercise. Although the site leads the user in the use of QT in this one technique, it does not explain other functions further, nor does it give links to sites for further tutorials.

7. Apple Computer, Inc. (1997). QuickTime VR Software Page [On-line]. Available: http://qtvr.quicktime.apple.com/sw/sw.html

Although similar to the general QT software page, this is an important site because it includes options for downloading the QTVR Player, essential for viewing e-d objects made in the QTVR environment. This page offers links to help and requirements for download as well.

8. Axvig, M. (1997). Volcano Clips on Volcano World [On-line]. Available: http://volcano.und.nodak.edu/vwdocs/movies/movie.html

Serving as an example of the educational value of using QT, this resource is excellent. The Web page is written for students to teach them about volcanoes, and for teachers to provide them with an educational resource. The site incorporates a variety of ways of presenting the material, including QT video clips of volcanoes, including one erupting, available for download. The site is also commendable for its nicely designed pages.

9. Black, S. , Christal, M., Coady, N., Resta, P., Whiteside, V. & Zepeda, L. (1997). Developing Virtual Museums in Native American Schools: The 4Directions Project [On-line]. Available: http://www.4directions.org/TelEd96/index.html

At this Web site a project using QTVR by the pathfinder client is discussed. QTVR program is being used to create 3D images for a "Virtual Museum." Because some of the explanation is repeated from the Four Directions QTVR tutorial page, this page will not be referenced in the pathfinder. However, it is very useful for understanding one way in which the client may find the pathfinder useful.

10. Cable News Network. (1997) . CNN Video Vault [On-line]. Available: http://www.cnn.com/video_vault/index.html

Here is a searchable archive of video clips from television, movie, news, and popular culture materials. The majority of the clips are QT videos less than one minute long that can be run within the browser or downloaded and run from the user's computer hard drive. The first page of clips are timely news items ranging from international disasters to the Pope's travels to humorous human interest stories. This site is excellent in the demonstration of QT video and offers a variety of video clip resources that an educator could use in his or her lesson plans, after having learned from other Pathfinder resources how to download and setup the QT software, if necessary.

11. Christal, M. (1997) QuickTime Virtual Reality for Educators and Just Plain Folks [On-line]. Available: http://www.4Directions.org/VR_Tutorials/index.html

Provides an excellent introduction to the creation of QTVR objects from regular photographs. This site is from the Web site of Four Directions, the pathfinder client. Includes directions on camera positioning for photograph taking, and the steps in making the photos into a QT movie and then into a QTVR movie. The only site found outside of Apple giving tutorial information

12. Gore, A., Milstead, J. (1996). MacUser [On-line]. Available: http://www.zdnet.com/macuser/mu_0996/features/feature.html

This article is a layperson's description of QT version 2.5. It clarifies the complex nature of QT, without becoming overwhelming in the technical specifications. It effectively describes the market context in which QT exists, and the reader can appreciate the multiplatform nature of the program. Because the article is one year old, and the 3.0 version of QT is due to come out in 1997, this site is not a good choice for current information in the pathfinder.

13. Heid, J. (1997). What is QuickTime? [On-line]. Available: http:/www2.heidsite.com/heidsite/video/whatisqt.html

The author of this page is a contributor to *Macworld* and author of the New Complete Mac Handbook. Here one may find a brief description of QT in layperson's language and a discussion of how QT is used in a variety of areas, including education. The information is elementary and effective as an introduction to QT, but has a Mac focus.

14. Lettieri, R. and Stern, J. (1997). Judy and Robert's Little QuickTime Page [On-line]. Available: http://www.bmug.org/Services/qt/archive_ht.html

Written by members of the Berkeley Macintosh Users Group and authors of QuickTime: the Official Guide for Macintosh Users. This site is updated biweekly and features functions of QT and Movie Player, a Macintosh program for creating, editing, and viewing on-line movies. Although it is current and offers cutting edge advice, this site is too technical for teachers who are just becoming introduced to the product. This site's audience is primary audience are Web developers and multimedia professionals.

15. Miller, D. (1996). Web Multimedia Development. Indianapolis, IN. New Riders Publishing.

Written by a graduate student in Instructional Technology at Stanford, this is an excellent guide to multimedia Web design in general and includes extensive information on QT. The author offers numerous tutorials on using QT, including "Creating QT Digital Video and Animation for the Web", "Creating Your QT Movie

Step-by-Step" and "Adding QT to Your Web Site." Because this resource was written by someone in the educational field and emphasizes teaching QT for use in instruction, it is an excellent choice for the pathfinder.

16. Panimation, Inc. (1997) . Panimation, Inc. Gallery: Provisioning the Digital Frontier [On-line]. Available: http://panimation.com/Gallery.html

Panimation is a commercial entity devoted since 1996 to creating helper applications that work with QTVR to make it easier to create 3D objects and panoramas. This subsite of Panimation's main page provides links to examples of three 3D objects and eight 3D panoramas.

17. Wiltgen, Charles. (1997) . The QuickTime FAQ [On-line]. Available: http://www.quicktimefaq.org/the-faq/

Here one can find Frequently Asked Questions regarding QT, composed of over 70 pages of information. The FAQ does not appear in the form of a Web page, but is offered at this site in a downloadable version, readable through Acrobat Reader. Because of the length and the highly specialized nature of the questions addressed as well as the need for a peripheral program for reading it, this Web page will not be cited in the pathfinder.

****

To be examined:

18. Cooper, G. (1997) . Gopher It! An Internet Resource Guide for K-12 Educators. Englewood, CO. Libraries Unlimited.

19. Barron, A., Orwig, G. (1997) . New Technologies for Education: A Beginner's Guide. Third Edition. Englewood, CO. Libraries Unlimited.

What is QuickTime?

Do you want to learn how to:

- create or view movies on your computer?
- create 3D objects or environments on your computer?
- incorporate multimedia into your learning activities?

QuickTime allows you to perform these activities and more to create fun and effective learning activities.

What is QuickTime?

QuickTime is a software product of Apple Computer, Inc. that extends the multimedia capabilities of both Macintosh and Windows computers. By using QuickTime, audio and image computer files playback on your computer more efficiently because of the way QuickTime works with computer applications to synchronize the different files of digital data.

Apple QuickTime Tutorials (http://www.quicktime.apple.com/tutorials)
This will give you an overview of QuickTime, plus an opportunity to download it and a movie program to perform a hands-on example of QuickTime's video capabilities.

What is QuickTime? (http:/www2.heidsite.com/heidsite/video/whatisqt.html)
Here you will find a descriptive overview, with a brief discussion of some practical applications written by Jim Heid a contributor to *Macworld.*

What is QuickTime Virtual Reality? Is it different than QuickTime?

QuickTime Virtual Reality (QTVR) is a new development of QuickTime's video capabilities. With QTVR, you may view or create movies of 3-dimensional object images and panoramas. QTVR is only available on Power PC Macintoshes or Power PCs.

How QuickTime VR Works (http://qtvr.quicktime.apple.com/how.html)
Describes how QTVR takes regular photographs and transforms them to 3-D images.

QuickTime Reality for Educators and Just Plain Folks
(http://www.4Directions.org/VR_Tutorials/Index.html)
Provides a tutorial on the creation of QTVR objects.

Pathfinder by Jennifer Thomas

- **Do I need to have special computer programs or specifications in order to run QuickTime or QuickTime Virtual Reality?**

Yes, you must have QuickTime to run downloaded QT movies, the QuickTime plug-in to run a QT movie in your Web browser, and the QTVR Player to run 3-D files in your Web browser. If you have not downloaded these applications yet, you may use the following sites to do so.

QuickTime Software Page (http://www.quicktime.apple.com/sw/sw.html)
This is the essential site for free downloads of QuickTime software for Macintosh, Windows 3.1, and Windows 95 computers. Includes links to help and discussion of computer requirements.

QuickTime VR Software Page (http://qtvr.apple.com/sw/sw.html)
Includes some of the software offered above, but includes the QuickTime VR Player. Also offers links to help and information on computer system requirements.

- **Are there any examples of using QuickTime for that could be used in the classroom?**

Once you have downloaded the QuickTime software that you would like to use, you may try it out using these sites that you could use in your classroom activities.

CNN Video Vault (http://www.cnn.com/video_vault/index.html)
You may view video clips of news clips or movies online, or download them to your system at this Web site. Includes a search engine for finding clips relevant to your course content.

Volcano Clips on Volcano World (http://volcano.und.nodak.edu/vwdocs/movies/movie.html)
An excellent site demonstrating the use of QT videos within an educational context.

Panimation Gallery (http://panimation.com/Gallery.html)
This site offers links to three 3-D object images and eight panorama object images, including Easter Island, for view online.

- **Where can I go for further information?**

Apple QuickTime Home Page (http://quicktime.apple.com)
Apple QuickTime VR Home (http://qtvr.quicktime.apple.com)
Once you have been introduced, you may want to peruse the many links offered at the home pages for QuickTime and QuickTime Virtual Reality. The announcement of the latest versions, white papers (describing technical aspects of the products), samples, and technical specification papers are available.

Web Multimedia Development by D. Miller, 1996, published by New Riders Publishing.
This text, written by a professional in instructional technology, discusses design of Web pages in particular, but offers numerous tutorials on using QuickTime.

Pathfinder by Jennifer Thomas

INTRODUCTION TO ADOBE PHOTOSHOP PATHFINDER

by Roger Magnus

LIS382.13
Dr. Roy

October 14, 1997

INTRODUCTION

An Introduction to Adobe Photoshop is the topic of this pathfinder. It was compiled for the students and teachers of educational institutions affiliated with 4Directions, a venture that aims to create a computer network "community" that will ultimately connect approximately 20 Native American Schools and will enable them to share and exchange ideas and learning materials. [1]

Photoshop is a type of desktop publishing software that is mainly used to modify and refine graphical images, such as line drawings and photographs, created in other computer programs or scanned in digitally. Basic Photoshop features include palettes to apply colors and visual effects, a tool box to select and work on different parts of the image, and layers to distinguish and order different graphical elements that otherwise could become blended and confusing. Although Photoshop is one of the costliest pieces of software available at a retail price of $895 and a definite memory hog, it is an invaluable tool for creating colorful, appealing, and lively World Wide Web pages that warrant attention.

As this pathfinder was supposed to be an "introduction" to Photoshop, I assumed that the audience using it had little or no prior exposure to the software. I also wanted to build in to this document growth potential and included a number of sites with moderately advanced techniques that I hoped would interest, inspire, and challenge these learners as they progressed. In addition, the sources in the pathfinder (though not the bibliography) all had to be web pages, as it was being added to a network library. These conditions created a difficulty in locating sources because many of them (especially on the Web) were written by design practitioners and only appropriate for experienced and advanced users . There were two other dilemmas: what version(s) of Photoshop (3.0 or 4.0) to include in the pathfinder and whether or not to differentiate between varieties of the software for Macintosh and Windows. I resolved the version issue by including both, as there were still a large number of sources on each. The platform issue I decided not to tackle figuring that most key features would be the same on both.

Early on in the search , it was actually much easier to deduce what types of questions my audience would not ask. It quickly became apparent they would not care about sophisticated image effects, so I tried to concentrate on fundamentals. I looked at a couple of general print serial sources and books, but since they could not be included in the pathfinder, turned my attention to Internet sites . I started off by plugging in "Adobe Photoshop" in the Yahoo! directory since it has a category for computers. I came up with almost 200 hits, with a number of these sites not only containing specific information but also general lists to others. Painstakingly, I followed these links until better sources revealed themselves and generated user questions that should have been initially obvious, but were not. Examples included 1.) What are the strengths and weaknesses of Photoshop?, 2.) Are there sites that describe basic features or give tutorials?, 3.) How have others learned, and more importantly, taught Photoshop?, and 4.) When I get stumped, where can I ask a question?. After I had obtained a good core set of sites, I went into Alta Vista Advanced Search and did more specific searches (PHOTOSHOP near TUTORIAL and PHOTOSHOP AND SYLLABUS*) to enhance understanding of particular aspects of the bibliography and pathfinder.

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[1] Excerpted from 4Directions web site at http://4direction.org

ANNOTATED BIBLIOGRAPHY

Style Manual:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: Modern Langauge Association of America, 1995.

BOOKS

1. Hamlin, J. Scott. Photoshop Web Techniques. Indianapolis: New Riders Publishing, 1997.

With an emphasis on creating graphics for the Web, this book covers file formats, different kinds of backgrounds, special effects, fancy bullets and buttons, and animation in Photoshop 4.0 . Also comes with a compatible CD for practice and reinforcement of concepts. Although not intended for beginners, this book is only 300 pages and is short by software manual standards. Additionally, it provides step-by-step instructions and plenty of helpful illustrations and, coupled with a little user knowledge, can be an invaluable resource for enlivening web pages..

INDEXES AND ABSTRACTS

2. Information Today, Inc. Microcomputer Abstracts. (1979 -)

Provides one to two paragraph summaries of articles related to various computer hardware and software products, including Photoshop. Accompanying these abstracts are several types of article indexes, but it is easiest to look up individual Photoshop items under the Product Name Index. Microcomputer Abstracts can save the novice Photoshop user valuable time in investigating these articles because this individual can get a taste of their content and make an informed decision whether or not to pursue their acquisition further.

SERIALS

3. Facts on File News Services. Software and CD-ROM Reviews on File: Survey of Computer Software and CD-ROMS with Cumulative Index. (1984 -)

Provides a one half page to one page description of various software programs' purposes and capabilities and provides a list of recent periodical articles that critique each product . Since evaluations can appear more than once in a calendar year, some write-ups include computer hardware requirements, somewhat more extensive reviews, even a list of software strengths and weaknesses. To find a particular summary, look up the name of the software product in the index. This resource is most useful when first investigating the software.

USENET NEWS GROUPS

4. "alt.graphics.photoshop." Online. Internet. 13 October 1997.
<news:alt.graphics.photoshop>

The postings to this discussion group are fewer in number and somewhat more basic in nature than comp.graphics.apps.photoshop (see below). Otherwise, it works much the same way. This is the group to start with and test to see if its assistance is adequate and appropriate for the novice user.

5. "comp.graphics.apps.photoshop." Online. Internet. 13 October 1997.
< news:comp.graphics.apps.photoshop>

A forum for discussion of Photoshop issues and getting quick answers and multiple-person feedback for Photoshop concerns. Although the topics on this group appear to be somewhat advanced, members seem more than willing to answer the most basic and routine of questions. When I reviewed it, over 11,000 messages had been sent in the last two weeks. This is certainly a popular and busy newsgroup, so responses should be plentiful.

WEB SITES

General

6. "Dr. K's Photoshop Tutorial Links." Online. Internet. 6 October 1997.
<http://www.bgsu.edu/departments/tcom/photoshop.html>

Aptly entitled "Best Photoshop Help Links", this page lists only about 25 sites. – many fewer than comparable listings. Fortunately, most of them are top-notch, including several to online tutorials for beginning users. Because it was last updated recently, this is definitely a site to monitor for future helpful additions

7. "MediaBuilder Graphics Tutorial." Online. Internet. 9 October 1997.
<http://www.mediabuilder.com/graphicstutor.html>

A long, alphabetized hyperlinked listing of general online graphics-related tutorials, many of which are for Photoshop. For each, there are short summaries and appropriate skill level designations (beginning, intermediate, and advanced). Most, but not all of the Photoshop sites, are for users of version 3.0. A great place to learn about not only the software's capabilities but also related issues such as gif and jpeg file formats and web graphics. This site's usefulness that will grow proportionally to learner progress with the software.

8. "PC Resources for Photoshop - Staying Informed" Online. Internet. 5 October 1997. <http://www.netins.net/showcase/wolf359/stayinfo.htm>

Good general source to various kinds of Internet-related sites on Photoshop and graphics information. Includes hypertext links to helpful Usenet newsgroups, FAQ (Frequently Asked Questions) sites, and listserv electronic mailing lists. Also includes book recommendations and brief summaries of them. The non-web electronic sites are especially valuable for the development of a Photoshop novice as it gives this person a forum to ask questions, express opinions, and convey feelings with others who are in similar circumstances.

Specific

9. "Adobe Photoshop 3.0 ." Online. Internet. 6 October 1997. <http://www.zdnet.com/macuser/mu_0195/review1.html>

This online review from Mac World on Photoshop 3.0 will acquaint the Photoshop beginner with its basic features and terminology and provide this person with an understanding of the software's strengths and weaknesses. This article discusses price, layers, palettes, colors, and, of special note, memory considerations. A second reading at a later stage of learning may also prove valuable. Best of all, there is no need to take time go to the library to locate this online article or a different piece on version 4.0 at http://www8.zdnet.com/macweek/mw_1101/rv_photoshop.html (see below).

10. "Adobe Photoshop Tips." Online. Internet. 6 October 1997. <http://www.adobe.com/studio/tipstechniques/photoshop.html>

Maintained by Adobe, this site contains many suggestions for advanced users. In spite of this, there are a few tips interspersed for a more novice audience (differentiating between gif and jpeg web images, manipulating colors, utilizing layers, and other hints). Also, because the advice is written by Adobe personnel who have high credibility, this site should still be examined for its fresh, unusual ideas and ways to integrate other Adobe graphic products, such as Illustrator, with Photoshop. After learners have had a rather prolonged exposure to the software, this may be a good site to reinforce concepts and techniques.

11. "Adobe Photoshop Training." Online. Internet. 13 October 1997. <http://www.nobledesktop.com/photosyllabus.html>

A course syllabus intended for beginning and intermediate students sitting in front of a computer for six, three hour classes. Provides sample of topics to cover that can be tailored and modified to a particular course and student population. May aid in need to become aware of software features and method to sequence their instruction in a logical manner.

12. "Adobe Photoshop Workshop." Online. Internet. 6 October 1997.
<http://www-leland.stanford.edu/group/CDL/pscurric.html>

This site succinctly covers a small number of fundamental features such as palettes, tools, creating and editing images. Yet, it may be surprising to know that it that also discusses copyright extensively. The only drawback to the site is that it is 100% text, and no helpful images of the Photoshop's interface are captured here. Otherwise, it is a good place to start learning about the software, especially if the learner has limited time.

13. "Amazon.com." Online. Intenet. 13 October 1997. <http://www.amazon.com>

Online book ordering service where customer usually receives purchase(s) within 24 hours. To locate item, can do keyword search by title, author, and subject. Provides basic information about book such as title, author, publisher, ISBN, cost, number of pages and displays graphic of its cover. Convenient one-stop shopping.

14. "A Brief Photoshop Tutorial." 6 October 1997.
<http://seurat.art.udel.edu/Site/InfoDocs/GIFToot/PhotoTut.HTML>

These three tips are intended to aid the novice in a particular, yet vital, skill involving Photoshop: repairing scanning blemishes. The hints give guidance on removing unwanted shadows, adjusting actual hues of color, and manipulating differences between these colors. Provides screen captures to demonstrate concepts. Besides these recommendations, this page also contains links on how to create a gif image.

15. "Introduction to Photoshop." Online. Internet. 6 October 1997.
<http://www.yorku.ca/teachtec/archive/summer96/photoshp/toc.htm>

This site covers all the fundamentals that a beginning Photoshop user would want to know. These fundamentals encompass background issues such as what Photoshop is and when to use it, features such as the symbols on the toolbar and different palettes (what they mean and what are their functions), and an item-by-item explanation of important drop-down menus. Significant aspects of the actual interface are captured and enhance the explanations. When the user has mastered these core concepts, this individual is led step-by-step through sample exercises to create simple effects. If the new learner has several hours to spare, this person will be well on his/her way to basic Photoshop proficiency.

16. "Joseph Squier's Photoshop Tutorial." Online. Internet. 6 Ocotober 1997.
<http://www.art.uiuc.edu/workshop/photoshop/photo_tutor.html >

Contains step-by-step directions on a few simple yet important effects such as cropping, resizing the image, affecting resolution of it, and more. For each effect, the tutorial explains what it does, where it can be accessed in the program, and how it affects the appearance of an image. This is a good source to enhance a prior basic knowledge of the software

17. "PhotoBooks." Online. Internet. 5 October 1997.
    <http://www.aa.net/~davidh/PSBooks/PhotoBooks.html>

Contains title, author, cost, publisher, ISBN, and page length information on various books written about Adobe Photoshop. Simply click on the image of the book's cover and a one page review of it appears. These books are split into four topical categories, with one especially designated for New Users. There is also a composite list of books for 3.0 and 4.0 versions. A great site that eliminates the need to research and compile book reviews from multiple places.

18. "Photoshop Home Page." Online. Internet. 5 October 1997.
    <http://es.rice.edu/projects/ravl/pshop/>

Geared to version 3.0 . Despite being slightly dated, this site still offers helpful insight into very basic Photoshop issues and subjects. These include what to monitor when scanning images, what file formats Photoshop accepts, how to select and tweak these images, layers, colors, the text tool, and how to print the final product. Though this site does not contain a comprehensive list to other web articles on Photoshop, it is still the first place to turn for someone who has never used the software.

19. "Photoshop Web Reference." Online. Internet. 5 October 1997.
    <http://adscape.com/eyedesign/photoshop>

A good place to start to learn about Photoshop for the novice user. There are separate pages for versions 3.0 (no longer being actively maintained) and 4.0 . Each offers coverage of fundamental software issues, such as Photoshop's general design philosophy, cost, version history, and specific capabilities (tool bar, layers, colors). At the bottom of each page, there are hyperlinked cross references to related pages on the site. There is also a hypertext list, categorically organized, to over 50 other web sites that pertain to Photoshop.

20. "Review: Adobe Sharpens Interface, Compositing in Photoshop 4.0 ." Online. Internet. 5 October 1997.
    <http://www.8.zdnet.com/macweek/mw_1101/rv_photpshop.html>

This critique of the latest rendition of Photoshop describes changes to it such as layer and selection behavior and memory and quotes prices of for both new and upgraded software.. Though the review is written with a more advanced audience in mind, the user -- along with the other review on version 3.0 (http://www.zdnet.com/macuser/mu_0195/review1.html -- can still trace the history and evolution of this software and comprehend its fundamental principles.

21. "Saint's Photoshop class." Online. Internet. 6 October, 1997.
    <http://www.metatools.com/metauniv/st220.html>

Useful model in developing a curriculum for teaching Adobe Photoshop. Site contains an eight week long course syllabus and shows which software aspects are covered each week. Though gives some ideas of how to sequence these concepts,, can be modified depending on time allotted to course and age and level of students

22. "Special Report: Ultimate Imaging, Photoshop Secrets ." Online Internet. 5 October 1997. <http://www.macworld.com/pages/june.96/Feature.2112.html>

This short online article from Mac World is intended for all levels of users and provides simple yet, less well-known pointers, in areas such as magnifying images, moving between the software's various "palettes", colors, selecting layers, and more. An easy way to expand upon a user's basic understanding of the Photoshop.

PATHFINDER: INTRODUCTION TO ADOBE PHOTOTSHOP

What's the big deal about Adobe Photoshop??

Adobe Photoshop is a large, sophisticated, and expensive desktop publishing software package. Though it can create graphical images and effects, it is often employed to modify, improve, and tweak the appearance of these drawings or photographs that often are designed in another program or digitally scanned. With the explosion in popularity of the World Wide Web, Photoshop has now also become an important tool in adding zip, sparkle, and pizzazz to these hypertext documents. As this pathfinder is meant as an "introduction " to the subject, most of the following web sites cover simple techniques and fundamental issues. But please be aware that this document strives not to be static and is intended to be useful at multiple stages of Photoshop learner development. Thus, there are a couple of sites that are useful for beginners but also may also include more advanced Photoshop terminology, skills, and methods.

Q: I need to acquaint myself with Photoshop. What are some of its basic features?

A: Well, which version, 3.0 or 4.0. Both are popular right now. How about an online review of each?

- Photoshop 3.0 -- *http://www.zdnet.com/macuser/mu_0195/review1.html*
- Photoshop 4.0 -- *http://www.8.zdnet.com/macweek/mw_1101/rv_photpshop.html*

Q: Where can I start to learn actual hands-on, design techniques and acquire a more in-depth understanding of its capabilities?

A: First, look over general sites to tutorials.

- Dr. K's Photoshop Tutorial Links -- *http://www.bgsu.edu/departments/tcom/photoshop.html*

- MediaBuilder Graphics Tutorial." *http://www.mediabuilder.com/graphicstutor.html*

: Then try out some specific instructional sites.

- A Brief Photoshop Tutorial – specifically geared to problems with scanning *http://seurat.art.udel.edu/Site/InfoDocs/GIFToot/PhotoTut.HTML*

- Joseph Squier's Photoshop Tutorial – a few essential techniques *http://www.art.uiuc.edu/workshop/photoshop/photo_tutor.html*

Roger Magnus

- Introduction to Photoshop – an extensive coverage of fundamentals
  http://www.yorku.ca/teachtec/archive/summer96/photoshp/toc.htm

Q: I would also like to purchase a manual or two on Photoshop for quick reference. Is it possible I get some advice ahead-of-time before making my selection?

A: Yes. I guarantee this site will become a favorite.

- PhotoBooks – almost any book on Photoshop is here and each comes with complete descriptive information and a one page review
  http://www.aa.net/~davidh/PSBooks/PhotoBooks.html

: Then you can purchase them without ever leaving your computer.

- Amazon.com – online bookstore; many purchases delivered within one day
  http://www.amazon.com

Q: What if I have problems or questions while I am learning the software? Is there anyone I can talk to?

A: As a matter of fact, yes. With Usenet News Groups (an online discussion forum) just for Photoshop users, you can send a message that will reach hundreds or thousands of people and several will probably respond back with helpful insight.

- alt.graphics..photoshop -- *news:alt.graphics.photoshop*
- comp.graphics.apps.photoshop." *news:comp.graphics.apps.photoshop*

Q: I have attained a certain mastery with Photoshop, I would now like to teach it to others. Do you know of any sample curriculums?

A: Yes. They will help you to sequence, organize and tailor your lectures and hands-on training sessions.

- Adobe Photoshop Training. -- *http://www.nobledesktop.com/photosyllabus.html*
- Saint's Photoshop class. -- *http://www.metatools.com/metauniv/st220.html*

Suggested Terms to Use for Locating Further Information on Topics Presented

–Use Alta Vista search engine (*http://www.digital.altavista.com*) Advanced Search | * = truncation

1. Software Reviews – Photoshop AND review*, critique*, criticism*
2. Basic Tutorials – Photoshop AND basic, fundamental, AND tutorial*, workshop*
3. Sample Curriculums – Photoshop AND curriulum*, syllabus, "course schedule" NOT vitae

Roger Magnus

PATHFINDER TO ANIMATION

Using Technology to learn learning to use technology

HOPE KANDEL
146786928
DR. LORIENE ROY
LIS 382L.13
BIBLIOGRAPHIC INSTRUCTION

Web development and publishing have grown extensively in the 1990's. Today it is expected that a learning environments include technology as well as the understanding of the multimedia applications that are often used to optimize computers as a learning tool. Animation is one of the many techniques that we can and should use to enhance our design more importantly to convey our messages to an audience. The world of animation has benefited from the development of computer capabilities both in hardware and software. From a small graphic on a website perhaps a butterfly flying across the page to full length picture movies being created exclusively from 3-D models and rendering all done on a desktop, albeit a highly powered and memory loaded, computer--animation is now almost exclusively produced electronically. Furthermore, animation, while can be appreciated and practiced by many, is a highly skilled craft. This pathfinder on the topic of animation seeks to provide information that is predominantly web based because the information is updated rapidly and thus this medium, besides also being what the client requested, is the best suited for the nature of the subject. However, with that said, there are print resources but they fall under the heading of how-to books and are short on the history and evolution of animation, though where available in the sources chosen these areas were highlighted. Computer animation cannot be done without a computer and furthermore, it is a field that relies heavily on the Web for information, two other important reasons for almost exclusive Internet resources.

In looking at the Four Directions Project web site at http://www.4directions.org, it became clear to me that focusing on hands-on instructional websites and resources would be the most beneficial. The Four Directions Initiative is not just about creating a web presence, but working with and teaching students of a variety of learning ages (predominantly through the high school years) how to create using new multimedia applications. In particular, I included one large website that caters to young children learning programming as well as the more creative side of computer production because it seems that if there are sources geared for even young students then it is incumbent upon instructors to engage younger learners.

There are important criteria to look for when selecting web resources for a pathfinder of this nature. Firstly, there was commercial and not-for-profit sites of which I tried to rely heavily on not-for-profit, though there were companies that are listed because they didn't appear to be selling one product over another. Along with that there was the expertise of those who maintained and/or created the sites and/or pages. The field of computer animation and multimedia in general is populated with many individuals who don't quite consider themselves professionals, yet are quite knowledgeable all the same. I found there to be good information at educational facilities as well as professional and "industry" standards yet finding "credentials" for many organizations and individuals proved to be difficult. In order to feel confident with my choices for this pathfinder I tried to look for other evaluation methods like what Web validators and other resources that listed the given website as well as trying to attain a confidence level from information on the actual page.

The search process began with using standard search guides like Infoseek and Excite. These two are examples of search tools on the Web that have subject heading that one can follow. For example for both Infoseek and Excite the following subject heading string: computers--multimedia--animation, proved to be fruitful. Search engines like Alta Vista and Web Crawler were also productive especially when the subject heading string of: computers--multimedia--animation--tutorial was used. The searches that I performed to complete this pathfinder brought together information and ways to get involved with the computer animation community whether your interest is a small moving object, instructional videos or the next full length feature animated film.

BIBLIOGRAPHY

The following manual style was used to correctly annotate the sources on this bibliography sheet.

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers.* New York:
The Modern Language Association of America, 1995.

Animation Resources for Children

1. Sylvan, Grace. (Copyright 1997). "Children's Software and More" [website] Internet.
http://www.gamesdomain.com/tigger/sw-program.html 14 October, 1997.

Grace Sylvan's Children's Software and More at *http://www.gamesdomain.com/tigger/sw-program.html* is a comprehensive website that can be used with children or by children to learn and create multimedia. Almost all the programs on this website have a free-ware version which may or may not require payment after a certain period, thus most programs offer a free trial period. This site has been rated "Family-Approved" by The Dove Foundation, is a Safe Surf and Safe For Kids site, designed for all ages. Three web sites in particular feature animation. They are:

- MIT's ftp site which features Logomotion ftp://cher.media.mit.edu/pub/logo/
- How Can I Do That? http://www.gamesdomain.com/tigger/mac/howcan.html
- The Caliban Mindwaer Home Page http://www.CalibanMW.com/

Animation Resources--Tutorials

2. Creator Studio. (Copyright 1996-1997). "Creator Studio--The Ultimate Resource" [website]
Internet. http://www.mediom.qc.ca/creator-studio/projects.html 14 October, 1997.

Creator Studio *http://www.mediom.qc.ca/creator-studio/projects.html* is a company that is dedicated to providing the computer animation community with tutorials and tips for leading multimedia computer programs. Providing both on-line and off line references, they include Animation Master and Lightwave two heavily used programs in this field.

3. Gilson, John C. (Copyright 1997). "HTML Tutorials by John C. Gilson" [website] Internet.
http://207.61.52.13/HTML/index.htm 14 October, 1997.

So you may not be looking to make a short or movie. Want to learn how to do animated GIFs for your webpage? John C. Gilson's website at *http://207.61.52.13/HTML/index.htm* has a large selection of step by step tutorials on everything Web. Lesson 15 at *http://207.61.52.13/HTML/Lesson15.htm* is specific to animated GIFs, signs and banners. His website is recognized by PC Webopedia as an outstading resource for web publishing as well as the fact that his credentials include teaching math, and writing computer programming books.

Animation Resources

4. Polevoi, Robert. (Copyright 1997). "3-D Animation Workshop--Webreference" [website] Webreference.com. http://webreference.com/3d/ 14 October, 1997.

Webreference at *http://webreference.com/3d/* is a great place to go for all types of web publishing. This particular link provides many tutorials to challenge the soon to be computer animator. Designed to be a self-teaching set of weekly courses one can find a comprehensive program to learn 3-D animation and should find beginning to fairly advanced lessons.

5. Calarts Computer Animation Lab. (Copyright 1997). "Calarts Computer ANimation Lab", [website] Internet. http://moy.calarts.edu/Index.pl 14 October, 1997.

This is a website that showcases students and instructors creating a variety of multimedia applications and artforms from California Institute of the Arts. One strong feature that might be helpful to teachers who are trying to design courses around these multimedia areas, particularly animation, is their web page of course offerings at *http://moy.calarts.edu/curriculum.html.* This website had alot ot offer in terms of guidance for lesson planning even for a teacher that might be tryng to construct short courses to individuals with a much lower skill level that those students at CalArts.

6. Cybulski, Krys and David Valentine. (Copyright 1997). "Computer Graphics and Animation Homepage", [website] Internet.
http://www.bergen.org/AAST/ComputerAnimation/ 14 October, 1997.

The Computer Animation Homepage at
http://www.bergen.org/AAST/ComputerAnimation/
is part of the The Academy for the Advancement of Science and Technology which is a public magnet school for science and technology located in Bergen County, NJ. Everything from the history of animation to tips and helpful hints, this website also has links for learning the unlimited uses of computer animation and provides files to help get the budding animator on the way.

7. Gibbs, Simon and Gabor Szentivanyi (eds.) sponsored by the Gernam National Research Center for Informational Technology. (Copyright 1997). "Index to Multimedia Information Sources", [website] Internet.
http://viswiz.gmd.de/MultimediaInfo/ 14 October, 1997.

As an index this this stie features not just online resources, but the latest print resources for the larger multimedia category. This site also functions as an electronic bulletin board of sorts with FAQs (frequently asked questions), research postings, coference proceedings and announcements as well as the latest standards for multimedia. There is further subdivision within the larger multimedia category to highlight images, sound, video, animation, vr and many others.

8. Maricopa Community College. (Copyright 1997). "Multimedia Devlopers Centers", [website] Internet.
http://www.mcli.dist.maricopa.edu/authoring/centers.html 14 October, 1997.

This website is a pathfinder in that it brings together web resources that deal with multimedia as it applies to instructional technologies. This is the concept of using technology to enhance the teaching envirnoment. At
http://www.mcli.dist.maricopa.edu/authoring/centers.html
one can access this website from the search engine Alta Vista by using the search string "computers--multimedia--animation". From Dreamworks to Cal Arts, there are sources here that feature artwork as well as sites that provide buying guides.

Animation Resources--Continued

9. Nerd World Media. (Copyright 1996). "Nerd World Media Internet Subject Index", [website] Internet. http://search.nerdworld.com/ 14 October, 1997.

Nerd World Media is a small search index devoted to multimedia and authoring and can be found at *http://search.nerdworld.com.* This index is helpful because it provides both commercial and non-commercial websites. From the home page one can type "computer" and "animation" which will bring up an extensive list of all things pertaining to animation from how to's to galleries of artwork.

10. New York University Tisch School of the Arts. (Copyright 1996). "NYU Animation Station", [website] Internet. http://www.cat.nyu.edu/animation/station.html 14 October, 1997.

New York University's Tisch School of the Arts Animation Station at *http://www.cat.nyu.edu/animation/station.html* is a recommended site for well balanced exposure to the computer based animation community. Incorporating on-line as well as off-line print sources, this web site has an extensive annotated bibliography at *http://www.xmission.com/~grue/animate/books.html* . If you want to know about animation festivals, collectibles, organizations and clubs, as well as featured well-known computer animators then this web site is for you.

Animation Electronic Magazines and Newsgroups

11. Animation World Network. (Copyright 1997). "Animation World Magazine", [website] Animation World Network. http://www.awn.com/mag/index.phtml 14 October, 1997.

Animation World Magazine at *http://www.awn.com/mag/index.phtml* is part of the larger and well regarded Animation World Network. This magazine features industry product reviews, tips, an archive of back issues. What ever is currently going on in the animation world, this magazine is covering it and reporting to the animation community. A valuable resource that can help in a variety of ways.

Animation Electronic Magazines and Newsgroups--Con't

12. New Media. (Copyright 1997). "New Media", [website] New Media. http://www.newmedia.com/ 14 October, 1997.

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New Media at *http://www.newmedia.com/*, another leading multimedia magazine and fully available in an electronic format, is an industry standard that features web issues like intellectual property, program features of latest versions of software and animation trade networks and tips for those who may or may not consider computer animation their profession.

13. comp.graphics.animation. (Copyright 1997). no title, [newsgroup] Internet news:comp.graphics.animation 14 October, 1997.

comp.graphics.animation at *news:comp.graphics.animation* is a newsgroup devoted to all and any issues that might be about animation. Like most newsgroups it is not moderated though it tends to stay on the side of serious questions regarding animation. The web published version of the existing FAQ (frequently asked questions) of this newsgroup has a large amount of supplemental information with regard to animation and can be found at http://www.xmission.com/~gastown/animation/faq1a.html.

14. comp.graphics.misc. (Copyright 1997). no title, [new group] Internet. news:comp.graphics.misc 14 October, 1997.

This could be a useful tool for a more general discussion about graphics. Furthermore, this site might facilitate ideas about artwork, not soley for animation purposes.

15. comp.graphics.rendering.misc. (Copyright 1997). no title, [news group] Internet. news:comp.graphics.rendering.misc. 14 October, 1997.

Rendering is a major component of 3-D computer animation and because of the variety of software devoted to this task this site could be useful for information regarding this fundamental aspect of computer animation.

...ANIMATION...ANIMATION...ANIMATION...ANIMATI

How do I find instructional web sites about animation for...
the curious, the adventurous, **the bold**, and the soon to be hooked?

There is so much information on the Web about every topic that in order to begin a search one has to narrow down the subject. Thus, this sheet will begin the user of varying levels on the topic of computer animation.

an·i·ma·tion--
simulation of movement created by displaying a series of pictures, or frames. Cartoons on television, for example, is one example of animation. Animation on computers is one of the chief ingredients of multimedia presentations. There are many software applications that enable you to create animations that you can display on a computer monitor.

taken from PC Webopedia http://www.sandybay.com/pcweb/animation.htm

Animation Resources for Children

Grace Sylvan's Children's Software and More at *http://www.gamesdomain.com/tigger/sw-program.html* is a comprehensive website that can be used with children or by children to learn and create multimedia. Almost all the programs on this website have a free-ware version which may or may not require payment after a certain period, thus most programs offer a free trial period. This site has been rated "Family-Approved" by The Dove Foundation, is a Safe Surf and Safe For Kids site, designed for all ages. Three web sites in particular feature animation. They are:

- MIT's ftp site which features Logomotion ftp://cher.media.mit.edu/pub/logo/
- How Can I Do That? http://www.gamesdomain.com/tigger/mac/howcan.html
- The Caliban Mindwaer Home Page http://www.CalibanMW.com/

Animation Resources--Tutorials

Webreference at *http://webreference.com/3d/* is a great place to go for all types of web publishing. This particular link provides many tutorials to challenge the soon to be computer animator. Designed to be a self-teaching set of weekly courses one can find a comprehensive program to learn 3-D animation and should find beginning to fairly advanced lessons.

Creator Studio *http://www.mediom.qc.ca/creator-studio/projects.html* is a company that is dedicated to providing the computer animation community with tutorials and tips for leading multimedia computer programs. Providing both on-line and off line references, they include Animation Master and Lightwave two heavily used programs in this field.

Animation Resources--Tutorials Continued

So you may not be looking to make a short or movie. Want to learn how to do animated GIFs for your webpage? John C. Gilson's website at *http://207.61.52.13/HTML/index.htm* has a large selection of step by step tutorials on everything Web. Lesson 15 at *http://207.61.52.13/HTML/Lesson15.htm* is specific to animated GIFs, signs and banners. His website is recognized by PC Webopedia as an outstading resource for web publishing as well as the fact that his credentials include teaching math, and writing computer programming books.

Animation Resources--Education

New York University's Tisch School of the Arts Animation Station at *http://www.cat.nyu.edu/animation/station.html* is a recommended site for well balanced exposure to the computer based animation community. Incorporating on-line as well as off-line print sources, this web site has an extensive annotated bibliography at *http://www.xmission.com/~grue/animate/books.html*. If you want to know about animation festivals, collectibles, organizations and clubs, as well as featured well-known computer animators then this web site is for you.

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Animation Electronic Magazines and Newsgroups

Animation World Magazine at *http://www.awn.com/mag/index.phtml* is part of the larger and well regarded Animation World Network. This magazine features industry product reviews, tips, an archive of back issues. What ever is currently going on in the animation world, this magazine is covering it and reporting to the animation community. A valuable resource that can help in a variety of ways.

New Media at *http://www.newmedia.com/*, another leading multimedia magazine and fully available in an electronic format, is an industry standard that features web issues like intellectual property, program features of latest versions of software and animation trade networks and tips for those who may or may not consider computer animation their profession.

comp.graphics.animation at *news:comp.graphics.animation* is a newsgroup devoted to all and any issues that might be about animation. Like most newsgroups it is not moderated though it tends to stay on the side of serious questions regarding animation. The web published version of the existing FAQ (frequently asked questions) of this newsgroup has a large amount of supplemental information with regard to animation and can be found at http://www.xmission.com/~gastown/animation/faq1a.html.

...it seems like a newsgroup with its limitless possibilities for exchange within a community is a good place to leave you, the now hooked computer animator.

by Hope Kandel 10/97

Tips for Better Photography
A Pathfinder

"You don't take a photograph, you make it"
- Ansel Adams

University of Texas at Austin
Graduate School of Library and Information Science

LIS 382L.13
Dr. Loriene Roy

Prepared by: Jennifer Morley
October 14, 1997

Achtert, Walter S., and Joseph Gibaldi. The MLA Style Manual. New York: The Modern Language Association of America, 1985.

Adams, Ansel. Quote. Time December 31, 1984 in New York Public Library Book of Twentieth Century American Quotations. New York: Warner Books, 1992. 63.

Photographs capture and preserve precious memories to treasure for generations. There is a pleasure in sharing and reliving these past moments. Taking quality pictures is not just for professionals. By mastering just a few simple tips, such as proper exposure, lighting and film speed, uninteresting photos can be transformed into postcard quality.

The audience of this pathfinder are the students and teachers at Four Directions' participating schools. Four Directions is managed by the Laguna Department of Education which focuses on integrating Native American culture and technology into education so students can maintain and understand their heritage while taking full advantage of their future. The purpose of this pathfinder is to guide them in locating information on basic tips for photography using the sources of a public or small college library, directly or through interlibrary loan. Also included are a few Internet sites for those who have access. This pathfinder may be of use to amateurs interested in taking better quality photographs, not necessarily aspiring to become professional photographers. Some questions they would want to have answered such as composing an interesting picture, choosing the correct speed film and determining the appropriate lighting will be covered in these sources.

Criteria for sources include information that:

1. has been published after 1994.
2. has been published in the United States.
3. targets the novice photographer.
4. provides general tips for use with any kind of camera.
5. does not focus on a specific type of photography: outdoor, travel, action . . .

Methodology

I began my search using the online version of Books in Print. I used the keyword, "photography," to discover available titles, plus forthcoming titles to be published by April 1998. I then searched the Internet using keywords "photography and tips" in search engines Yahoo, Lycos and Excite. Since there was so much pertinent data associated with basic photography, I referred to Que's Mega Web Directory for guidance in choosing the best locations for photography sites on the Internet. Finally, I examined the periodical directory Magazines for Libraries to locate suitable titles for beginning photographers.

BIBLIOGRAPHY

DIRECTORIES

1. Books in Print. (CD-ROM). Ovid 7.0. 1995-.

Lists books currently available for purchase or about to be published, up to six months in advance. Each entry gives bibliographic information for purchase such as title, author, date, number of pages, publisher, price, and ISBN number. Subject terms are detailed and extensively cross-referenced. To find books relevant to the topic, type in keyword "photography." This search can be limited to specific years. A great source to determine what books are currently available for purchase.

2. Readers' Guide Abstracts. (CD-ROM). FirstSearch. 1983-.

Indexes and abstracts a core list of popular periodicals published in the United States and Canada. It corresponds to the printed Readers' Guide to Periodical Literature. Readers' Guide Abstracts covers January 1983 to the present with abstracts starting in September 1984. New records are added monthly. Perform a search using keywords "photography and tips."

3. Rositano, Dean J., Robert A. Rositano and Richard D. Stafford Que's Mega Web Directory. Indianapolis: Que Corporation, 1996.

This is a directory that lists many web sites on the World Wide Web. It is arranged by subject, and gives the web address and a brief description about each site. The contents are arranged by subject, so look under "photography," where you will locate over 400 web sites on this topic.

MONOGRAPHS

4. Eastman Kodak Company Staff. How to Take Good Pictures. New York: Ballantine, 1995.

A photography guide by Kodak. This is a step-by-step introductory book to taking pictures. The first eight pages list the "Top Ten Techniques for Better Pictures." If you read no further (than these techniques) following these ideas will improve your picture taking dramatically.

MONOGRAPHS (continued)

5. Grimm, Tom and Michele Grimm. The Basic Book of Photography. New York: Plume, 1997.

A thick, 568 page book on photography instruction. Few pictures are placed throughout the book. Instead of illustrations they use detailed descriptions to teach the basics of photography.

6. Langford, Michael. Basic Photography. Boston: Focal Press, 1997.

This introductory textbook covers the underlying principles of photographic practices. The author combines descriptions of equipment with techniques. He believes you need to understand how the equipment works as well as knowing techniques to take a professional looking photograph.

7. Sint, Steve. Tips, Tricks and Hints: 101 Secrets of a Professional Photographer. Rochester: Silver Pixel Press, 1995.

Steve Sint has been a professional photographer for 25 years. This book represents his ideas and thoughts over the years. He offers hints anywhere from actually taking pictures to tips on effective camera bag use.

8. Woodson, Roger. The Complete Idiot's Guide to Photography. New York: Alpha Books, 1996.

Part of the "Complete Idiot's Guide" series. Offers much basic advice and tips for beginning photographers. This series is fun to use, because it is written in a light and comical way. There is an entire section on basic tips, including a chapter on "25 Common Mistakes you can Avoid," the first one being "remove your lens cap."

INTERNET

9. Arts: Visual Arts: Photography: Resources. Online. Internet. 7 Oct. 1997. URL: http://www.yahoo.com/Arts/Visual_Arts/Photography/Resources/

A series of links with much useful information on basic photography. There are direct links to Kodak's "Guide to Better Pictures," which offers techniques and advise for better photos, and also "Graphique," an electronic guide on photography that focuses on improving techniques, plus many other links. This site was found using Yahoo with keywords "photography and tips."

INTERNET (continued)

10. HyperZine. Online. Internet. 10 Oct. 1997. URL: http://www.hyperzine.com

This online magazine covers photography, video, and imaging. HyperZine was created exclusively for cyberspace allowing the information to be very current. Once you are in the site, click on photography, then click on tips, then photo, and it will bring up pointers on how to improve your photography and get the most from your photo equipment. This site was recommended in both Que's Mega Web Directory and in Popular Photography magazine.

11. Links to Photography Resources. Online. Internet. 10 Oct. 1997. URL: http://www.freenet.hamilton.on.ca/~ai730/pholinks.htm

Provides many links to photography resources. This is the most comprehensive site I located on the Internet regarding photography. It includes a table of contents with 27 headings. This site found using Lycos with keywords "photography and tips."

12. The Mining Company. Amateur Photography. 12 Oct. 1997. Online. Internet. 11Oct. 1997. URL: http://amateurphoto.miningco.com/mbody.htm

Includes an extensive collection of hand-picked Net links for exploring amateur photography. How-to's, tips, and technical information which include weekly lessons, tips, and other information to help you become a better photographer. This site found using Excite with keywords "photography and tips."

BOOKLETS

13. Eastman Kodak Company Staff. Kodak Index to Photographs. Rochester: Kodak Publications.

Kodak has produced six booklets that deal with the basics of photography. The Consumer Imaging Division at Kodak will send out the packet of six publications for free. Call Kodak directly at 800-242-2424 and press extension 55. Five of the six booklets fit the criteria of this pathfinder. The titles of all of them are: "Picture Taking in Five Minutes," "Hot Shots with any Camera," "To Create a Photograph," "Tips for Better Pictures," "Take Pictures Further (A Kodak 35 mm film selector guide)" and "How to Make and use a Pinhole Camera."

PERIODICALS

14. Petersen's Photographic. Los Angeles: Peterson Publishing Co. 1972-.

Petersen's has been characterized as a Popular Mechanics for the photographic hobbyist. Easily understood articles and directions enable the enthusiast to learn photographic processing techniques, build basic photographic apparatus, or assemble a darkroom.

15. Popular Photography. New York: Hachette Filipacchi Magazines. 1937-.

This is the oldest and largest selling American photographic magazine, appealing to amateurs with "how-to" articles, feature articles on photography and techniques, book and exhibition reviews and, its specialty, extended review/comparison articles on equipment, films and photographic papers. It is said that photographers turn to this periodical as consumers turn to Consumer Reports.

ARTICLES

16. Bernstein, Gary. "The Quality Snapshot." Petersen's Photographic Magazine. Jan. 1997: 18.

Gary Bernstein is a professional photographer who specializes in advertising photography. He offers some tips on how to give the professional look you get in an advertisement to your own family snapshots. Tips are offered such as choosing the correct light level, exposure, camera angle and composition.

17. Burden, Russell. "5 Tips on Simplifying Photography." Petersen's Photography Magazine. Feb. 1996: 26.

This is a feature article to improve your photography by simplifying the image. Carve away extraneous subject matter until all you see in the viewfinder are the essential elements of the picture. Considers lighting, angle, subject, depth of field, and details.

18. Silber, Julia. "How to: Avoid 5 Bad Photo Mistakes." Popular Photography. Sept. 1996: 67.

This is included in the annual "How to" edition of this magazine. There are a total of twenty "How to" articles. Includes tips on lighting, angles, flash, focus point and framing the subject. These simple tips will improve your shots dramatically.

ARTICLES (continued)

19. "25 Great Pro Tips." Petersen's Photographic Magazine. May 1996: 64-69.

Feature article offering twenty-five tips from the editors. They offer "tricks of the trade" to produce professional looking photographs.

20. "25 Super Pro Tips." Petersen's Photographic Magazine. May 1995: 24-29.

Feature article presents twenty-five tips for taking better pictures in a variety of situations. These are signed tips by the contributors of the magazine.

Tips for Better Photography

Photographs capture and preserve precious memories to treasure for generations. Many people are not exceptional photographers. Developing just a few simple tips, uninteresting photos can be transformed into postcard quality.

Start with BOOKS, for a basic overview of photography:
Check the catalog under keywords "photography--handbooks, manuals". Since there are an abundance of books for the novice photographer, it is also appropriate to browse the bookshelves under TR146, if your library uses the Library of Congress classification system, and 770, if it uses the Dewey Decimal classification system. Some suitable titles are:

Eastman Kodak Company Staff. How to Take Good Pictures. New York: Ballantine, 1995.
Step-by-Step introductory book to taking pictures. First eight pages list the "Top Ten Techniques for Better Pictures."

Grimm, Tom and Michele Grimm. The Basic Book of Photography. New York: Plume, 1997.
Thick instruction book using detailed descriptions to teach the basics of photography.

Langford, Michael. Basic Photography. Boston: Focal Press, 1997.
Introductory textbook covers the underlying principles of photographic practices. Combines the descriptions of equipment along with techniques to produce quality photographs.

Sint, Steve. Tips, Tricks and Hints: 101 Secrets of a Professional Photographer. Rochester: Silver Pixel Press, 1995.
Represents the thoughts and ideas of Steve Sint, who has been a professional photographer for 25 years.

Woodson, Roger. The Complete Idiot's Guide to Photography. New York: Alpha Books, 1996.
Offers much basic advice and tips for beginning photographers in a light and comical way.

The INTERNET is packed with sites offering tips for the novice photographer:
By using search engines such as Yahoo, Lycos and Excite with keywords "photography and tips" many sites can be found. A couple of useful sites are:

Arts: Visual Arts: Photography: Resources. Online. Internet. 7 Oct. 1997. URL: http://www.yahoo.com/Arts/Visual_Arts/Photography/Resources/
A series of links with much useful information on basic photography.

HyperZine. Online. Internet. 10 Oct. 1997. URL: http://www.hyperzine.com
Online magazine created exclusively for cyberspace. An entire section is dedicated to tips on basic photography.

BEST COPY AVAILABLE

Links to Photography Resources. Online. Internet. 10 Oct. 1997. URL: http://www.freenet.hamilton.on.ca/~ai730/pholinks.htm
Provides many links to photography sites.

The Mining Company. Amateur Photography. 12 Oct. 1997. Online. Internet. 11Oct. 1997. URL: http://amateurphoto.miningco.com/mbody.htm
Includes an extensive collection of hand-picked Net links for exploring amateur photography.

Ordering free BOOKLETS from Kodak's Information Center will enable you to acquire tips on photography from the experts:
Contact Kodak directly at 800-242-2424 and dial extension 55. They will send you six free booklets, of which five fit the criteria of this pathfinder. All six titles are listed:

Eastman Kodak Company Staff. Kodak Index to Photographs. Rochester: Kodak Publications. "Picture Taking in Five Minutes," "Hot Shots with any Camera" "To Create a Photograph" "Tips for Better Pictures" "Take Pictures Further (A Kodak 35 mm film selector guide)" "How to Make and use a Pinhole Camera"

Current PERIODICALS can keep you up-to-date on the latest techniques in photography:
Check under the subject "photography" in Readers' Guide to Periodical Literature for additional articles as they are published. Magazines for Libraries listed Popular Photography and Petersen's Photographic Magazine as the best periodicals for novice photographers. Some appropriate articles from those publications are:

Bernstein, Gary. "The Quality Snapshot." Petersen's Photographic Magazine Jan. 1997: 18.
Gary Bernstein is an advertising photographer. He offers tips on how to give the professional look you get in an advertisement to your own snapshots.

Burden, Russell. "5 Tips on Simplifying Photography." Petersen's Photography Magazine Feb. 1996: 26.
This feature articles describes how to carve away extraneous subject matter until all you see in the viewfinder are the essential elements of the picture.

Silber, Julia. "How to: Avoid 5 Bad Photo Mistakes." Popular Photography. Sept. 1996: 67.
Included in the annual "How to" edition. These simple tips will improve your shots dramatically.

"25 Great Pro Tips." Petersen's Photographic Magazine May 1996: 64-69.
Feature article offering twenty-five tips from the editors of the magazine.

"25 Super Pro Tips." Petersen's Photographic Magazine. May 1995: 24-29.
Feature article offering twenty-five tips from the contributors of the magazine.

Need more information? Ask a librarian for assistance.

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ORAL HISTORY:
RESOURCES FOR TEACHERS

Michelle Beattie
LIS 382L.3
Dr. Loriene Roy
8 October 1997
Pathfinder I

Introduction

Students often view history as a collection of facts and dates to be memorized. Oral history, defined as "the interpretation of the recollections and reminiscences of living people about their past,"[1] is a method of studying and "doing" history that combats this model. By personalizing and emphasizing the impact historical events have on students' family and culture, oral history acts as an effective method of teaching young historians the meaning of history.

The disciplines of History and English or Writing can be incorporate oral history into the curriculum at all learning levels and ages. Examples of oral history projects include biographies, community studies, and family histories by interviewing and collecting data from family members, local figures, or community members. Oral history projects teach skills such as interviewing, transcribing, organizing, writing, and inquiring into historical ethically.

Native American students may find oral history especially useful as it allows them a role in recording and preserving the history of their own culture. On the whole, too little is written and published about native cultures, especially with respect to recent history. The material that finds its way into print often comes from a non-native perspective.

This pathfinder is intended for use by the participants of the Four Directions program and specifically designed for the Fond du Lac Education Division that includes the Fond du Lac Ojibwe School (grades 6-12) and Little Black Bear Elementary School. The client has asked that all information sources come from the Internet. In this environment, teachers who want to incorporate oral history projects into the curriculum will most likely seek sources that give background knowledge of the processes involved in doing oral history as well as lesson plans that can be used as models. This pathfinder has three categories of sources—manuals and primers on doing oral history, lesson plans that incorporate oral history, and an example of a successful oral history project.

The sources were selected based on their potential value as tools for teaching in the client's environment. Sources that incorporated Native American history were given higher priority. Sites that addressed teaching oral history at the college level were deselected as well as those that would not be applicable in the client's classroom such as military oral history. Sites that sold oral history materials, such as taped interviews, were not included. Specifically, I looked for sites from recognized institutions and authors and lesson plans that were likely to be easily implemented.

I began my search for Internet resources by exploring the index Yahoo[2] and looking under the Humanities: History: Oral History section as well as by entering the search terms "oral history" in quotation marks to search the entire index as a phrase. Most of the Web sites were discovered by using collections of sites at institutions of higher learning such as the Utah State Oral History Program[3] and Tennessee Technological University[4]. Sites of oral history associations such as the New England Association of Oral History[5] and the Oral History Association[6] also provided assistance in connecting to valuable sites. Internet search engines such as AltaVista and HotBot were not effective in searching because the term "oral history" is used in many contexts. I found several lesson plans browsing through ERIC resources. The citation format comes from the *MLA Handbook for Writers of Research Papers.*[7]

Annotated Bibliography

Manuals and Primers on Doing Oral History

1) Hart, Elisa. "Getting Started in Oral Traditions Research. Occasional Papers of the Prince of Wales Northern Heritage Centre, No. 4." http://pwnhc.learnnet.nt.ca/ressec/otrman.htm. (8 October 1997).

The Prince of Wales Northern Heritage Centre is dedicated to preserving the heritage and culture of the native peoples of the Northwest Territories in Canada by operating a museum, archives, and this web site. This comprehensive oral traditions manual offers a description of the value of oral traditions and their preservation and a step-by-step process of creating an oral history from setting goals, preparing for interviews, processing information to following up. Hart emphasizes ethical principles and includes an extensive bibliography.

2) Evaluation Guidelines Committees. "Oral History Evaluation Guidelines." *Oral History Association.* 1990. http://www.baylor.edu/~OHA/EvaluationGuidelines.html. (8 October 1997).

The Oral History Evaluation Guidelines published by the Oral History Association, the main organization for the promotion of oral history in the United States, acts as a professional standard for oral historians. This most recent version attempts to address the concerns and problems of unaffiliated historians and teachers and students. The guidelines stress ethical behavior in the treatment of interviewees and outline project goals and procedures in checklist form. Teachers should definitely include this source in their background research.

3) "Utah State University Oral History Program." *Utah State University.* http://www.usu.edu/~oralhist/index.html. (8 October 1997).

Utah State University offers a helpful web site describing their oral history program and including several education resources (the index of educational resources can be found at http://www.usu.edu/~oralhist/edu.html). The article by David Sidwell on "The

Significance of Oral History" (http://www.usu.edu/~oralhist/ohsignif.html) speaks to the importance of preserving culture through recorded oral history and includes a short bibliography. A second article by Sidwell on "How to Collect Oral Histories" (http://www.usu.edu/~oralhist/oh_howto.html) provides guidelines and project ideas.

4) "An Oral History Primer." *Regional History Project at the University Library, University of California-Santa Cruz.* http://www.ucsc.edu/library/reg-hist/ohprimer.html. (8 October 1997).

The "Oral History Primer" defines oral history and gives guidelines for conducting and taping oral history interviews. Specific advice, such as "make eye contact" and "ask open-ended questions," makes this source especially valuable for students interviewing for the first time. The article also discusses ethical considerations and post-interview activities such as establishing an archive for tapes.

5) "Regional Oral History Office." *The Bancroft Library, UC Berkeley Library Web.* http://www.lib.berkeley.edu/BANC/ROHO/. (8 October 1997).

The main purpose of the Bancroft Library web site is to make available the oral histories it publishes, but this site also includes two concise articles on conducting oral histories. "Tips for Interviewers" (http://www.lib.berkeley.edu/BANC/ROHO/rohotips.html) offers several suggestions for the interview such as "don't let periods of silence fluster you, let the interviewer think" and "don't interrupt." "The One Minute Guide on Conducting Oral History" (http://www.lib.berkeley.edu/BANC/ROHO/1minute.html) is an abbreviated helpful short checklist for students.

6) "Studying and Teaching History." *Tennessee Technical University.* Sepember 1997. http://www.tntech.edu/www/acad/hist/study.html. (8 October 1997).

This invaluable compilation of Internet sites covers all aspects of teaching history from levels K-12 to graduate school. It includes links to many oral history projects currently in progress throughout the United States, links to resources for teachers, and reference tools for students. Browsing through the web sites presented here is time well spent.

7) Ritchie, Donald and Anne Ritchie. "Oral History Interviewing Tips and Basic Bibliography" http://MiaVX1.MUOhio.Edu/~oralHxCWIS/ritchie.html. (8 October 1997).

This short page written by Donald Ritchie, the Historian at the United States Senate Office, and Anne Ritchie, the Historian at the National Gallery of Art outlines ten tips for conducting an oral history interview. These include "be prepared to stray away from your prepared questions" and "set the stage with general questions and move to more specific ones."

Lesson Plans that Incorporate Oral History

8) Lanman, Barry. "Support for Oral History." http://school.discovery.com/learningcomm/promisedland/teachandlearn/oralguide/. (8 October 1997).

This guide was prepared for the Discovery Channel Home School to encourage teachers to use oral history as a teaching tool. He outlines the four major cognitive skills taught through oral history projects and sets up a detailed model for guiding students through the oral history experience in a carefully written article. This site connects to Lanman's "Sixteen steps in Creating an Oral History" described below.

9) Lanman, Barry. "Sixteen steps in Creating an Oral History." http://school.discovery.com/learningcomm/promisedland/teachandlearn/oralguide/16steps.html. (8 October 1997).

Lanman describes concrete steps that student should take to successfully complete an oral history project—from identifying a topic to writing a thank you note to the interviewee. This concise checklist would be a valuable site for students to explore.

10) Irma M. Olmedo. "Junior Historians: Doing Oral History with ESL and Bilingual Students." *TESOL Journal.* Summer 1993. http://www.ncbe.gwu.edu/miscpubs/tesol/tesoljournal/juniorhi.html.

(8 October 1997).

This article by Irma Olmedo, Assistant Professor at the University of Chicago, explains the value of oral history as an educational tool and includes sample interviews, a bibliography, and steps for getting started. Oral history gives students a clearer perspective on history and allows them to better understand their culture and the place of their culture in history. Though this article is intended for educators of students who speak English as a second language, it has value for all students, especially those from non-mainstream cultures.

11) Siler, Carl R. "Oral History in the Teaching of US History." *ERIC Clearinghouse for Social Studies/ Social Science Education.* March 1996. http://www.indiana.edu/~ssdc.ordig.htm. (8 October 1997).

This article found in the ERIC Digests discusses the value of using oral history projects as a teaching tool and the instructional goals accomplished with these projects. Siler presents an ambitious project and creates a timeline of one year from the beginning to the delivery of the manuscript to the binder. Included is an extensive bibliography of ERIC documents that discuss oral history. Teachers can find helpful information at the ERIC Clearinghouse for Social Studies/Social Science Education (ERIC/ChESS) (at http://www.indiana.edu/~ssdc/eric_chess.htm).

12) Seavey, Elaine. "A Team Approach to Oral History." May 1994. http://ericir.syr.edu/Virtual/Lessons/Social_St/History/soc060.html. (8 October 1997).

Teachers at the Columbia Education Center's Summer Workshop designed this lesson plan as an interdisciplinary approach (involving English and History) to oral history. The short lesson plan describes goals, objectives, materials, and procedures. The askERIC lesson plans (http://ericir.syr.edu) are an invaluable resource for teachers.

13) Morgan, Loueen. "History—Up Close and Personal." *Columbia Education Center.* http://www.col-ed.org/cur/sst/sst25.txt. (8 October 1997).

Morgan's lesson plan personalizes history for students by asking them to explore family or local history in this "mini" lesson plan. It can be used in State History, US History, or World History. The plan outlines the purpose, objective, and activities in this project.

14) Monroe, Brandon. "How History is Recorded." *Teachers Helping Teachers.*
http://www.pacificnet.net/~mandel//SocialStudies.html. (8 October 1997).

To find this short lesson plan, scroll about halfway down the list of social studies lesson plans. It is intended for grades 4-12 and is highly adaptable. Monroe focuses on discussing and understanding the way history is recorded, from newspapers to Native American oral traditions and asks students to keep alive their family's oral traditions by sharing one with the class.

Example of Students' Oral History Project

15) "What did you do in the War, Grandma?" 1997.
http://www.stg.brown.edu/projects/WWII_Women/. (8 October 1997).

"An Oral History of Rhode Island Women during World War II" is an example of an oral history project done by the Honors English Program at South Kingstown High School residing on a site sponsored by a grant from the Rhode Island Committee for the Humanities. This site includes articles that illustrate the value of teaching English with oral history, a glossary of terms, a bibliography, the actual interviews, and a form to obtain the printed copy of the completed project. This site, well-constructed, clear, and impressive gives teachers a goal for their own class's oral history projects.

ORAL HISTORY:
RESOURCES FOR TEACHERS

Oral History is "the interpretation of the recollections and reminiscences of living people about their past."[8] Incorporating oral history projects into the curriculum is an effective method of teaching History and English while involving students in preserving their cultural heritage.

Manuals and Primers on Doing Oral History

1) Hart, Elisa. "Getting Started in Oral Traditions Research. Occasional Papers of the Prince of Wales Northern Heritage Centre, No. 4." http://pwnhc.learnnet.nt.ca/ressec/otrman.htm. (8 October 1997).

An extensive manual and guide to beginning an oral history project that discusses the value of oral traditions and gives a step-by-step procedure.

2) Evaluation Guidelines Committees. "Oral History Evaluation Guidelines." *Oral History Association.* 1990. http://www.baylor.edu/~OHA/EvaluationGuidelines.html. (8 October 1997).

The guidelines for professional historians that also addresses the concerns of teachers and students.

3) "Utah State University Oral History Program." *Utah State University.* http://www.usu.edu/~oralhist/index.html. (8 October 1997).

Includes one helpful article on the significance of oral history and another on guidelines and project ideas.

4) "An Oral History Primer." *Regional History Project at the University Library, University of California-Santa Cruz.* http://www.ucsc.edu/library/reg-hist/ohprimer.html. (8 October 1997).

Defines oral history, discusses ethical considerations, and gives specific advice on conducting interviews.

5) "Regional Oral History Office." *The Bancroft Library, UC Berkeley Library Web.* http://www.lib.berkeley.edu/BANC/ROHO/. (8 October 1997).

More clues to managing interviews and "The One Minute Guide to Conducting an Oral History."

6) "Studying and Teaching History." *Tennessee Technical University.* Sepember 1997. http://www.tntech.edu/www/acad/hist/study.html. (8 October 1997).

Invaluable compilation of Internet sites for history teachers from kindergarten to graduate school.

7) Ritchie, Donald and Anne Ritchie. "Oral History Interviewing Tips and Basic Bibliography" http://MiaVX1.MUOhio.Edu/~oralHxCWIS/ritchie.html. (8 October 1997).

Ten tips for conducting an interview from the Historian at the United States Senate Office and the Historian at the National Gallery of Art.

Lesson Plans that Incorporate Oral History

8) Lanman, Barry. "Support for Oral History." http://school.discovery.com/learningcomm/promisedland/teachandlearn/oralguide/. (8 October 1997).

A combination of an article explaining the skills taught through oral history projects and lesson plan from a site sponsored by the Discovery Channel.

9) Lanman, Barry. "Sixteen steps in Creating an Oral History." http://school.discovery.com/learningcomm/promisedland/teachandlearn/oralguide/16steps.html. (8 October 1997).

Lanman's concrete steps to the successful completion of an oral history project.

10) Irma M. Olmedo. "Junior Historians: Doing Oral History with ESL and Bilingual Students." *TESOL Journal.* Summer 1993. http://www.ncbe.gwu.edu/miscpubs/tesol/tesoljournal/juniorhi.html. (8 October 1997).

An article describing the value of oral history projects to ESL students and lesson plan.

11) Siler, Carl R. "Oral History in the Teaching of US History." *ERIC Clearinghouse for Social Studies/ Social Science Education.* March 1996. http://www.indiana.edu/~ssdc.ordig.htm. (8 October 1997).

Another article that illustrates the instructional goals taught with oral history and ambitious lesson plan for a year long project.

12) Seavey, Elaine. "A Team Approach to Oral History." May 1994. http://ericir.syr.edu/Virtual/Lessons/Social_St/History/soc060.html. (8 October 1997).

A lesson plan designed by the teachers at Columbia Education Center's Summer Workshop for grades 8-10.

13) Morgan, Loueen. "History—Up Close and Personal." *Columbia Education Center.* http://www.col-ed.org/cur/sst/sst25.txt. (8 October 1997).

"Mini" lesson plan that asks students to explore family or local history for grades 9-12.

14) Monroe, Brandon. "How History is Recorded." *Teachers Helping Teachers.* http://www.pacificnet.net/~mandel//SocialStudies.html. (8 October 1997).

Scroll halfway down the page to find this adaptable lesson plan intended for grades 4-12 that asks students to explore their family's oral traditions.

Example of Students' Oral History Project

15) "What did you do in the War, Grandma?" 1997. http://www.stg.brown.edu/projects/WWII_Women/. (8 October 1997).

This site details the model project, "An Oral History of Rhode Island Women during World War II," completed by the Honors English Program at South Kingstown High School.

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[1] Sitton, Thad, George L. Mehaffy, and O. L. Davis, Jr. *Oral History: A Guide for Teachers (and Others).* Austin, TX: University of Texas Press, 1983: 4.

[2] "Yahoo." Yahoo. http://www.yahoo.com. (8 October 1997).

[3] "USU Oral History Program." *Utah State University.* http://www.usu.edu/~oralhist/index.html. (8 October 1997).

[4] "Studying and Teaching History." *Department of History, Tennessee Technological University.* http://www.tntech.edu/www/acad/hist/study.html. (8 October 1997).

[5] "New England Association of Oral History Home Page." http://www.ucc.uconn.edu/~cohadm01/neaoh.html#links. (8 October 1997).

[6] "Oral History Association Home Page." *Oral History Association.* http://www.baylor.edu/~OHA/ (8 October 1997).

[7] Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers.* 4th ed. NY: MLA, 1995.

[8] Sitton, Thad, George L. Mehaffy, and O. L. Davis, Jr. *Oral History: A Guide for Teachers (and Others).* Austin, TX: University of Texas Press, 1983: 4.

"Starting On Your Ojibwe Family History: Internet Resources"

Candice Weaver
Information Resources in the Social Sciences
LIS 382L.3
8 October 1997

Preface

This pathfinder is designed to help children, youth, their teachers, family, and community members get started on Ojibwe genealogical research using Internet resources. The client is the Fond du Lac Education Division near Cloquet, Minnesota, a K-12 school for Ojibwe students. The Internet is important for this client since local access to genealogy materials is limited.

In compiling this pathfinder, I briefly examined print materials to develop a research process for beginning Native American genealogists. First, the most important information for genealogy research is personal information. Before using secondary sources, either print or online, the researcher should question every family member possible, and ask about personal items which could provide information. From there, local records and organizations are the next step, followed by state, regional, and national level research. Federal records are especially important for Native American genealogical research, but are the most complicated to search. Data gathered in the earlier stages of research save the time and effort of the researcher later.

I searched the Internet by systematically exploring links on the Yahoo! Genealogy page. I also used HotBot for full-text searching, with similar results. In evaluating sources, I chose to use well-established, institutional sources where available; personal Web pages tend to be less stable, and several of the sites I initially examined were no longer in existence when I did more thorough research.

I divided sources into three parts, moving from broad to narrow. The first consists of general genealogy resources, including "how-to" help for beginners. Since genealogy research is closely tied to location, the next part includes Minnesota-related sources. Finally, Native American resources comprise the third part.

A successful pathfinder for this topic should lead the user towards guides to doing genealogy research and supplementary resources, while making clear the limits of Internet resources in genealogical research. Very few genealogy research materials are on the Internet. Some indexes and catalogs of massive sources like census records are available, but the records themselves are found online only if an individual transcribes them. When this happens it is generally only for a specific county or family. The print or microfilm materials must be found in vital records centers, National Archives regional offices, or in specific libraries.

Another consideration for this pathfinder in particular is that there are numerous forms of the name of the Ojibwe. I searched the OCLC Authority File, and found that "Ojibwa" is the approved form for library cataloging, but it was followed by a long list of other forms, including "Ojibwe," "Chippewa," "Anishinabe," "Ojibway," and "Saulteaux." Since the use of a different term can in some instances be related to geographic location, this leads to another problem: the focus of geographic sources. Ojibwe bands are located in Minnesota, Michigan, Wisconsin, North Dakota, and Ontario. Ojibwe in Canada would in particular be interested in a different set of government-related resources. I chose to include Minnesota resources for the client; access to other state and local sources is available through the sites I have chosen.

Sources[1]

1. "Everton's Genealogical Helper: Get Started Right." 1997.
   http://www.everton.com/intro1.htm (7 October 1997).

This is one of two introductory articles located on the Everton's Genealogical Helper Web site. Although Everton's is a subscription site linked to a print journal, it contains a series of free research tutorials which are helpful for the beginning genealogist. "Get Started Right" is a simple guide to the basic concepts of genealogy, emphasizing the importance of primary sources, notetaking, and creating charts and data sheets. Unfortunately, examples of the forms are not provided free of charge; Everton Publishers provides purchase information for its starter kits. These types of forms are also readily available for copying in general-interest genealogy materials.

2. "Everton's Genealogical Helper: Getting Started - Genealogical Basics." 1997.
   http://www.everton.com/start.html (7 October 1997).

The second introductory article on Everton's site is an index to short essays on topics such as the ROOTS-L discussion list, the Family History Library in Salt Lake City, and avoiding genealogical scams. Most of these citations are links to other pages, minimizing the user's exposure to advertising. This page, like other indexes, gives the user a range of options with which to begin his or her research.

3. St. Clair, Mike. "National Genealogical Society: Suggestions for Beginners."
   29 April 1997. http://www.genealogy.org/~ngs/sugbeg.html (7 October 1997).

This page lists a series of steps in the process of genealogical research. It recommends starting with personal knowledge, and working towards secondary sources. This NGS page also provides a bibliography of print materials for genealogical research, most of which are standard introductory sources.

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[1] Wagner, K. "Guide for Citing Electronic Information." Aug. 1995.
http://www.wilpaterson.edu/wpcpages/library/citing.htm (20 Jan. 1997).

4. Wood, Stephen A. "The Genealogy Home Page." 28 September 1997.
   http://www.genhomepage.com/ (7 October 1997).

One of the first comprehensive online genealogy sources, this site contains research how-to guides, library directories, information on newsgroups and mailing lists, and indexes to print and Internet genealogy resources. It also provides access to an FTP site containing genealogy software and text files on various genealogy-related subjects.

5. Yahoo! Inc. "Yahoo! Genealogy." 1997. http://www.yahoo.com/Arts/
   Humanities/History/Genealogy/ (6 October 1997).

"Yahoo! Genealogy" lists sites alphabetically by title, as well as by subject area. These include beginners' guides, regional and ethnic resources (further subdivided by state and region), lineages and surnames, and organizations. Because individuals can submit their Web pages to Yahoo!, more personal Web pages are listed here than in other genealogy indexes. The representation of special interests within genealogy is limited to what users submit, and occasionally unique and useful sites can be found, but trial-and-error searching is required.

6. Carl Sandburg College. "Genealogy on the Internet." 1997.
   http://csc.techcenter.org/~mneill/csc.html (7 October 1997).

This page details the online genealogy courses offered by the Carl Sandburg College in Gatesburg, Illinois. This community college offers three interactive courses through its distance education program: "Genealogy on the Internet," "Beginning Genealogy," and "Intermediate Genealogy." Contact information and course schedule is available. This program would be useful for researchers who have more than a recreational interest in genealogy.

7. Helm, Matthew L. "Genealogy Toolbox." 1997. http://genealogy.tbox.com/ (7 October 1997).

"Genealogy Toolbox" is an index to online genealogical sources. What makes it unique is its structure; links are grouped in terms of traditional print reference materials. The links in "Genealogy Atlas" are listed geographically, "Genealogy White Pages" is divided by surname, and "Genealogy Yellow Pages" contains subject categories. Each category is carefully defined on the index page, and the site also includes a help page. This structure is ideal for the beginning researcher who may not be familiar with the various types of genealogy resources.

8. Journal of Online Genealogy. September 1997. http://www.onlinegenealogy.com/ (7 October 1997).

This journal is a monthly Web publication that address issues in online genealogical research. It includes site reviews, interviews, and how-to articles, as well as links to genealogy sources and the journal's own archive. This publication helps the novice researcher grasp the concepts of online research and how it is different from searching traditional print materials.

9. "National Archives and Records Administration." 8 September 1997. http://www.nara.gov/ (6 October 1997).

The National Archives contain census data and other records for all of the United States. Much of their collection is available on microfilm, and many public genealogical libraries own copies of NARA census records. Because of the its vast amount of holdings, NARA states in "The Genealogy Page" of this Web site that only a small fraction of government records are available online, but there are many indexes, databases, and guides to the collections of the National Archives. Once the researcher knows what is available, he or she can take the appropriate steps to find locally-accessible copies. It is interesting to examine the NARA site, but usually other avenues of genealogical research should be explored before seriously searching the Archives; proper preparation can save the user a great deal of effort.

10. "ROOTS-L United States Resources: Minnesota." 19 September 1997.
    http://www.rootsweb.com/roots-l/USA/mn.html (7 October 1997).

ROOTS-L is an Internet mailing list and archive. Its state-specific pages are useful for researching a particular location. One can search for surnames in the Minnesota files using the ROOTS-L search engine. This site also provides a list of books in the Library of Congress online catalog which have "Minnesota -- Genealogy" as a subject heading. ROOTS-L also has various links to Minnesota libraries, local history, maps, historical societies, and photograph Web sites.

11. Utley, Marge. "Minnesota Genealogy : The Minnesota GenWeb Project." 3 October 1997. http://www.rootsweb.com/~mngenweb/ (7 October 1997).

Minnesota GenWeb is a subdivision of the USGenWeb Project. Its resources emphasize county-level research, though the index page has extensive links to both Minnesota genealogical sources and various divisions of USGenWeb, such as the Military Records Project. A map is available at the county level, as well as census data, county cemeteries, and city Web sites. Most vital records information is held by counties, and this site is helpful in pinpointing how to access these records.

12. Orsay, Elizabeth T. "Vital Records Information: Minnesota." 6 October 1997.
    http://www.Inlink.com/~nomi/vitalrec/mn.html (7 October 1997).

Vital records are an important tool in family history research. This page provides information about Minnesota state and county records offices, including type of records and years available, and fees for obtaining copies. As an additional aid, Orsay provides a set of Minnesota genealogy links. The larger site has information on all states and counties.

13. "NativeWeb: Tracing Your Roots." 1997. http://www.nativeweb.org/pages/roots.phtml (6 October 1997).

Along with a list of general-interest sites, NativeWeb provides subscription information to the Indian-Roots listserv. There is also a 1994 list of federally recognized tribes on this site. Of specific interest to Ojibwe researchers is mention of a Usenet newsgroup, soc.genealogy.french, which may aid those searching for French-Métis information.

14. "Tribes and Villages of Minnesota." 199?. http://hanksville.phast.umass.edu:8000/cultprop/contacts/tribal/MN.html (7 October 1997).

This page is a list of Native American tribes and community groups located in Minnesota. Each entry includes address, phone, and other contact information, including links to Web sites and e-mail, where available. A researcher interested in Ojibwe genealogy can contact any or all of the bands in Minnesota, including those not federally recognized (such as the Sandy Lake Band.) From this page, one can also see contact information for Native American groups in other states and in Canada.

15. "Tribal Voice: Native American Resources." 2 July 1997. http://www.tribal.com/RESOUR.HTM (7 October 1997).

This index page consists of an alphabetical list of links to various Native American resources in the United States and Canada. Some are tribe-, town-, or state-specific, but many are general sites which may have content relevant to genealogy, such as Native Peoples Magazine and both the Bureau of Indian Affairs and the Indian Health Service (which might be useful in locating vital records.)

16. Sultzman, Lee. "Ojibwe History." 1997. http://www.dickshovel.com/ ojib.html (6 October 1997).

This site is an ambitious project by Lee Sultzman to document 240 tribal histories from the continental United States, Canada, and Mexico. Although not entirely authoritative, the histories are under review and corrected by both researchers and the groups discussed in the histories. The Ojibwe history may be useful in genealogical research in that it identifies the patterns of movement of the Ojibwe beginning in approximately 1400. The accounts of interaction with other native groups may provide further avenues of research for the genealogist.

Starting On Your Ojibwe Family History: Internet Resources

We can chart our future clearly and wisely only when
we know the path which has led to the present.
-Adlai Stevenson

Genealogy is an exciting field of research. Almost everyone is curious about their family's history. But genealogical research has a pattern to follow which may be different than other research you have done. Genealogy is about human interaction, and talking to people in your family should be your first step. The Internet can help you fill in the gaps that are left. But whether you are talking to relatives or searching online, it is important to keep track of your findings. Here are two Internet sites which explain the process of family history research, and discuss the types of sources you will be using:

Everton's Genealogical Helper: Get Started Right
`http://www.everton.com/intro1.htm`

National Genealogical Society: Suggestions for Beginners
`http://www.genealogy.org/~ngs/sugbeg.html`

You will be able to find out more about your family history if you are familiar with the methods of genealogical research on the Internet. These are discussed in:

Journal of Online Genealogy
`http://www.onlinegenealogy.com/`

You may also want to look at sites with links to many types of genealogy resources:

Yahoo! Genealogy
`http://www.yahoo.com/Arts/Humanities/History/Genealogy`

The Genealogy Home Page
`http://www.genhomepage.com/`

Genealogy Toolbox
`http://genealogy.tbox.com/`

Genealogy is closely tied to geography. At some point in your research, you may use official records to fill in the gaps. Start with local institutions and work upwards through county, state, and federal sources. These two sites have links to state and county records, including census data, county cemeteries, and vital records:

Minnesota Genealogy: The Minnesota GenWeb Project

`http://www.rootsweb.com/~mngenweb/`

Minnesota Vital Records Information

`http://www.Inlink.com/~nomi/vitalrec/mn.html`

You can find out if other people are researching branches of your family tree or places where your ancestors have lived through the ROOTS-L archive. You can search the files for Minnesota (or any other state) by surname. ROOTS-L also has links to libraries, historical societies, and photographs from your state:

ROOTS-L Minnesota Resources

`http://www.rootsweb.com/roots-l/USA/mn.html`

The most important resource for federal records is the National Archives. The majority of its census records and other data are not online, although the NARA site has indexes and searchable databases which can help you narrow your search and determine which libraries near you might have microfilm copies of the information you need. Look at "The Genealogy Page" link on the NARA Web site:

National Archives

`http://www.nara.gov/`

There is some Native American genealogical information online. "Tribal Voice" is a site that maintains a list of links to various resources in the United States and Canada:

Tribal Voice: Native American Resources

`http://www.tribal.com/RESOUR.HTM`

Another index page for Native American information online is "NativeWeb." If you have access to e-mail, this page has subscription information for a mailing list called Indian-Roots. There are also general hints for Native American genealogical research on:

Native Web: Tracing Your Roots

`http://www.nativeweb.org/pages/roots.phtml`

Tracking down your family history is easier if you know what sources are available and how to use them. Use these Internet resources as a starting point, and don't be afraid to explore!

Candice Weaver 10/97

The Impact of Technology on Indigenous Cultures

A Pathfinder

Gina Leiss
Bibliographic Instruction LIS 382L.13
Dr. Loreine Roy
October 14, 1997

Introduction

Nature of the topic

When most people think of indigenous cultures, they picture uneducated people living primitive lifestyles far removed from the modern world. This image is far from the truth, however, as can be seen by the growing number of technological products produced by and for native peoples. Technology is being embraced as a way to further goals of native populations, mainly, to increase sovereignty, improve education and living conditions, educate the public, and to preserve traditional languages, arts and history. In the article, "New technologies, ancient cultures", George Baldwin says, "There is a pan-Indian movement going on now in which a growing number of Indian people are uniting across tribal lines to work toward a common social and political good for all--and the links are the new communication technologies."[1]

Audience, Scope, and Potential Information Needs

The intended audience for this pathfinder is users of the Four Directions website, mainly Native American high school students and educators. Keeping this in mind, the scope for the pathfinder includes sources of varying levels, from the journalistic to the scholarly; includes all indigenous cultures but focuses on Native Americans; and makes use of mainly electronic resources. Users of this pathfinder may be wanting information on technologically-oriented programs involving Native Americans, examples of how indigenous cultures are using the World Wide Web, or the effects of technology on Native American education and cultural preservation.

Inclusion Criteria

As this is a new area of research and endeavor and few publications exist on the topic, I had to be fairly unrestrictive while formulating my inclusion criteria. As technology is a constantly changing field, I wanted no sources published before 1995. This was not a problem, however, as most of my resources are electronic and updated on a regular basis. When evaluating websites, I chose those containing mostly original material over those consisting of mostly links, and authoritative sites (meaning produced by a verifiable organization or credentialed individual) over personal pages. Databases were included if a search strategy including words such as native, Indian, indigenous, technology and computers returned more than 20 (or so) relevant hits.

Chronology of Search

As this pathfinder is intended to be used as an HTML document, I decided to look for Internet resources first. Using the keywords mentioned above, I first used *Yahoo* (www.yahoo.com) and found quite a few interesting websites. I noted URL's of sites I found particularly helpful, and noted where and how many times they were linked to other pages.

Feeling a bit overwhelmed by all the websites relating to indigenous cultures, I decided to look for books. I checked UTCAT and OCLC (again, using the aforementioned search terms) and found only one relevant monograph.

Next I turned to electronic databases, hoping to find some articles that point me in a more focused direction. I skimmed through a few I found on *ERIC* and *Expanded Academic ASAP* and noted any new websites or technology-based organizations. I then took this new list and returned to *Yahoo*, and also used *Altavista* (www.digital.altavista.com). I then pared my list down to the most relevant and well-organized materials, and created my bibliography and pathfinder.

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[1] Rayl, A.J.S. 1993. "New technologies, ancient cultures." *Omni* 15 (10): 46+.

Annotated Bibliography

General Overview

1. U.S. Congress, Office of Technology Assessment. *Telecommunications technology and Native Americans: Opportunities and Challenges* (Washington, D.C.: U.S. Government Printing Office, August 1995).

An excellent introduction to the topic covering the role of telecommunications technology in native cultures and communities. Individual types of technology such as radio, television, film, computers and the Internet are covered as well as these technologies' roles in native education, health care, economic development, environmental protection, and cultural preservation. Also included are federal and tribal policies for telecommunications use and promotion. Some information is slightly dated but this is still the best and most comprehensive source available on the subject.

Databases

2. Center for World Indigenous Studies. *Fourth World Documentation Project.* 10 October 1997. Internet. http://www.halcyon.com/FWDP/fwdp.html

An archive of over 500 documents generated by, for, or about "Fourth World" nations. Types of documents include resolutions, position papers, essays, treaties, speeches, declarations and UN documents, which can be accessed by type or geographically (the Americas, Europe and Asia, Africa, and the Pacific). The site features a search engine, but it was not operational the several times I attempted to use it. This would be a good place to look for policy statements or essays regarding the use or impact of technology on various indigenous populations, though probably not as fruitful as ERIC or Academic ASAP.

3. Education Resources Information Center. *ERIC.* Oct 10 1997. Internet. http://www.aspensys.com/eric/.

This database is widely known as the most extensive resource for literature on educational subjects. Cited above is a World Wide Web interface, though it is also available in print and on CD-ROM. Subject terms I used while searching the electronic version were: technology, telecommunications, computers, native americans, indigenous, and indians.

4. *Expanded Academic ASAP.* Foster City, CA: Information Access Company, 1993-

Though not available to the general public, many schools and libraries offer access to this or its pared down sibling, *Academic ASAP*. It is especially useful for this topic as it is multidisciplinary, covering humanities and social sciences as well as science and technology. It is also uniquely helpful in that it covers both news-oriented or general interest periodicals as well as scholarly publications. Appropriate search terms would be the same as for ERIC (see above).

Journals

5. *Native Americas: Akwe:kon's Journal of Indigenous Issues*. Ithaca, N.Y. : Akwe:kon Press, American Indian Program, Cornell University, 1995-.
Selected articles and subscription information available at http://nativeamericas.aip.cornell.edu/. *Native Americas* features mostly journalistic articles on a variety of current topics, which would be helpful to a researcher of technology. Articles are fairly easy reading appropriate for high school students and above.

5. *Tribalectronics.* 10 Oct 1997. Internet. http://flamestrike.hacks.arizona.edu/~twohorse/index.html.
Due to be published in November, 1997. Mission statement mentions encouraging the use of the World Wide Web, so this might be a good place to look for scholarly articles on the use of technology by Native Americans.

7. *Winds of Change: A Magazine for American Indian Education & Opportunity.* Boulder, Colo. : American Indian Science and Engineering Society Pub., 1986-.
Sample issues, selected articles, and subscription information available at http://bioc09.uthscsa.edu/winds/index.html. Put out by the American Indian Science and Engineering Society, Winds of Change covers educational, career, and technological trends affecting Native American cultures. A range of audiences is addressed by the inclusion of both scholarly and journalistic articles.

Programs and Associations

8. **Electronic Pathways,** 3215 Marine Street, CU Campus Box 456, Boulder, CO 80309
email:elpath@stripe.colorado.edu,
http://hanksville.phast.umass.edu/defs/independent/ElecPath/elecpath.html
Funded by a grant from the National Science Foundation, Electronic Pathways is a nonprofit organization whose mission is providing access to technological advances for "underrepresented and underserved" (including Native American) populations. Their focus is on assisting communities, schools and individuals in acquiring technological training and access through the development of various programs. This organization would be good source for finding information on current projects involving native communities or schools and technological development.

9. **Native American Public Telecommunications**, P.O. Box 83111, Lincoln, NE 68501, phone: 402-472-3522, fax: 402-472-8675 email: INET@unlinfo.unl.edu http://indian.monterey.edu/napt

NAPT works to bring Native Americans together and to the public through the creation of public and educational videos, radio and television programs, films and computer technologies. They also provide training in the use of these technologies and support the creation of networks between tribes and other organizations. Their website outlines each of their major efforts and gives extensive contact information. This organization would be particularly helpful for the researcher looking for information on projects involving many types of communication technologies.

10. **Office of Indian Education Programs**, 1849 C Street, MS-3512-MIB, Washington, D.C. 20240, http://shaman.unm.edu/oiep/home.htm.

OIEP, part of the Bureau of Indian Affairs in the U.S. Department of the Interior, is responsible for all BIA education functions, such as supervision of programs, allocation of funds, and policy and procedure formation. The OIEP has divisions concerned with elementary through post-secondary education, as well as exceptional student and staff training programs. Their website is well-organized and would be an excellent source of information on any educational technology-based programs within the BIA. Included on the site are newsletters, directory information, division descriptions and related links.

11. **Students and Native American Partnerships (SNAP)**, Vanderbilt University, Box 3061, Station B, Nashville, TN 37235 email: snap@vanderbilt.edu, http://www.vanderbilt.edu/snap/snap1.htm

A terrific example of a project involving Native Americans and technology. Students from Vanderbilt University have designed a program in which they teach students and teachers in Native American schools how to use the Internet, email, and videoconferencing technology . The program started in 1997 thus it may be interesting and relevant for a researcher of this topic to follow its progress in the coming years.

Other Electronic Resources

12. *NativeWeb*. 10 Oct 1997. Internet. http://www.nativeweb.org/.

Probably the most attractively and efficiently organized comprehensive website concerning a wide variety of native and indigenous peoples. The resource center includes documents from many websites and is indexed by subject, geographical nations/peoples, and location and also features a search engine. When searching, the user may wish to use terms such as an individual tribe name and "computers" or "internet." A list of linked websites will then be returned.

13. news:alt.native. 10 Oct 1997. Internet.
news:soc.culture.native. 10 Oct 1997. Internet.
Similar to the listservs mentioned above, these two newsgroups allow for bulletin board-style communication on a variety of topics. The newsgroups can be accessed by typing them exactly as they appear above in a World Wide Web browser window (in Netscape, the "Go To" window, in Microsoft Explorer, the "address" widow). Messages can also be sorted by date, subject or author, but unlike listservs, a user can post a message without subscribing to the group or having access to email. Topics on the newsgroups are fairly general but may be relevant to a technological search topic.

14. Prindle, Tara. *NativeTech*. 10 Oct 1997. Internet. http://www.lib.uconn.edu/NativeTech.
For the researcher looking for a specific example of Native Americans' use of technology, NativeTech is excellent. The site features web documents on many kinds of Native American arts and traditional technologies, such as beadwork and pottery, as well as essays, poetry, stories, and an electronic message board. Topics are accessed by subject menus, and many of these include bibliographies.

15. Trujillo, Gary. *NativeNet Listservs*. 10 Oct 1997. Internet.
www.fdl.cc.mn.us/natnet/mlist.html
A listing of six Native American listservs on subjects ranging from general chat to language and education. Included also are links to the listservs's archives which can be sorted by date, subject, or author. NATIVE-L would be particularly useful for a researcher, either by looking through the archives or by posting a question directly to the list. Subscription information is included on the site.

Style Manuals

General Libraries, Reference and Information Services Department. *Citing Electronic Sources*. Austin: University of Texas, 1996.

Turabian, Kate L. *A Manual for Writers of Term Papers, Theses, and Dissertations*. 5th ed. Chicago: University of Chicago Press, 1987.

Impact of Technology on Indigenous Peoples

A Pathfinder by Gina Leiss

Technology affects everyone's lives in different ways. For indigenous peoples, technology is becoming a way to record history, preserve and publicize language and cultural traditions, communicate with each other, and improve economies and governmental structure. (Most of these resources concern Native Americans specifically, but indication is given where many indigenous cultures are represented) Though many nations and peoples are embracing technological advancements, resources for finding information about the impact of such activities are scattered and few. With the ideas presented here, though, you should be able to locate what you need. Good Luck!

☆**A good place to start an Internet search would be a general source:**

NativeWeb. 10 Oct 1997. Internet. http://www.nativeweb.org/.

Probably the most attractively and efficiently organized comprehensive website concerning a wide variety of native and indigenous peoples. The resource center includes documents from many websites and is indexed by subject, geographical nations/peoples, and location and also features a search engine. When searching, you may wish to use terms such as an individual tribe name and "computers" or "internet." A list of linked websites will then be returned.

☆**Browsing through a journal may also help:**

Native Americas: Akwe:kon's Journal of Indigenous Issues. Ithaca, N.Y. : Akwe:kon Press, American Indian Program, Cornell University, 1995-.

Selected articles and subscription information available at http://nativeamericas.aip.cornell.edu/. *Native Americas* features mostly journalistic articles on a variety of current topics, which would be helpful to a researcher of technology. Articles are fairly easy reading appropriate for high school students and above.

Winds of Change: A Magazine for American Indian Education & Opportunity. Boulder, Colo. : American Indian Science and Engineering Society Pub., 1986-.

Sample issues, selected articles, and subscription information available at http://bioc09.uthscsa.edu/winds/index.html. Put out by the American Indian Science and Engineering Society, Winds of Change covers educational, career, and technological trends affecting Native American cultures. A range of audiences is addressed by the inclusion of both scholarly and journalistic articles.

☆**Or, if your looking for articles, try a database:**

Education Resources Information Center. *ERIC.* Oct 10 1997. Internet. http://www.aspensys.com/eric/.

This database is widely known as the most extensive resource for literature on educational subjects. Cited above is a World Wide Web interface, though it is also available in print and on CD-ROM. Subject terms you might use while searching the electronic version are: technology, telecommunications, computers, native americans, indigenous, and indians.

Expanded Academic ASAP. Foster City, CA: Information Access Company, 1993-

Though not available to the general public, many schools and libraries offer access to this or its pared down sibling, *Academic ASAP*. It is especially useful for this topic as it is multidisciplinary, covering humanities and social sciences as well as science and technology. It is also uniquely helpful in that it covers both news-oriented or general interest periodicals as well as scholarly publications. Appropriate search terms would be the same as for ERIC (see above).

☆**If you are interested in specific projects concerning technology, try investigating or contacting a related organization or association:**

Electronic Pathways, 3215 Marine Street, CU Campus Box 456, Boulder, CO 80309
email:elpath@stripe.colorado.edu,
http://hanksville.phast.umass.edu/defs/independent/ElecPath/elecpath.html
Funded by a grant from the National Science Foundation, Electronic Pathways is a nonprofit organization whose mission is providing access to technological advances for "underrepresented and underserved" (including Native American) populations. Their focus is on assisting communities, schools and individuals in acquiring technological training and access through the development of various programs. This organization would be good source for finding information on current projects involving native communities or schools and technological development.

Native American Public Telecommunications, P.O. Box 83111, Lincoln, NE 68501, phone: 402-472-3522, fax: 402-472-8675 email: INET@unlinfo.unl.edu, http://indian.monterey.edu/napt
NAPT works to bring Native Americans together and to the public through the creation of public and educational videos, radio and television programs, films and computer technologies. They also provide training in the use of these technologies and support the creation of networks between tribes and other organizations. Their website outlines each of their major efforts and gives extensive contact information. This organization would be particularly helpful for you if you're looking for information on projects involving many types of communication technologies.

Office of Indian Education Programs, 1849 C Street, MS-3512-MIB, Washington, D.C. 20240, http://shaman.unm.edu/oiep/home.htm.
OIEP, part of the Bureau of Indian Affairs in the U.S. Department of the Interior, is responsible for all BIA education functions, such as supervision of programs, allocation of funds, and policy and procedure formation. The OIEP has divisions concerned with elementary through post-secondary education, as well as exceptional student and staff training programs. Their website is well-organized and would be an excellent source of information on any educational technology-based programs within the BIA. Included on the site are newsletters, directory information, division descriptions and related links.

☆**Looking at an example of indigenous peoples' use of technology might help...**

Prindle, Tara. *NativeTech*. 10 Oct 1997. Internet. http://www.lib.uconn.edu/NativeTech.
For the researcher looking for a specific example of Native Americans' use of technology, NativeTech is excellent. The site features web documents on many kinds of Native American arts and traditional technologies, such as beadwork and pottery, as well as essays, poetry, stories, and an electronic message board. Topics are accessed by subject menus, and many of these include bibliographies.

☆**Or, if all else fails, ask somebody who knows!**

news:alt.native. 10 Oct 1997. Internet.
news:soc.culture.native. 10 Oct 1997. Internet.
Similar to the listservs mentioned above, these two newsgroups allow for bulletin board-style communication on a variety of topics. The newsgroups can be accessed by typing them exactly as they appear above in a World Wide Web browser window (in Netscape, the "Go To" window, in Microsoft Explorer, the "address" widow). Messages can also be sorted by date, subject or author, but unlike listservs, you can post a message without subscribing to the group or having access to email. Topics on the newsgroups are fairly general but may be relevant to a technological search topic.

Trujillo, Gary. *NativeNet Listservs*. 10 Oct 1997. Internet. www.fdl.cc.mn.us/natnet/mlist.html
A listing of six Native American listservs on subjects ranging from general chat to language and education. Included also are links to the listservs's archives which can be sorted by date, subject, or author. NATIVE-L would be particularly useful for you, either by looking through the archives or by posting a question directly to the list. Subscription information is included on the site.

University of Texas at Austin
Graduate School of Library and Information Science
LIS 382 L3
Information Resources in the Social Sciences

Dr. Loriene Roy

* * *

Cahokia Mounds: A Pathfinder for High School Students

Timothy Bullard

Fall 1997

Cahokia Mounds: A Pathfinder for High School Students

Cahokia is a lost city of the ancient Mississippian culture (approx. 700-1500 AD) in present day Collinsville, Illinois. Throughout Cahokia, the Mississippians built more than 120 mounds of rammed earth and clay in various shapes and sizes, that served as sites for ceremonies, platforms for buildings, location markers and burial tombs for important people. The largest of these, Monks Mound, rises more than 100 feet above the valley and is the biggest prehistoric earthwork in the Americas. Excavation of numerous plazas, ceremonial areas, and ritual spaces reveals artifacts of a rich and complex society, including a massive sun calendar to determine the seasons. These sites are protected as part of the Cahokia Mounds State Park and Museum.

This pathfinder is for Tom Warford at the Takini School in Howes, South Dakota. Established on the Cheyenne River Sioux Reservation only eight years ago, the Tikini School has two computer labs with a variety of equipment. The school's mission is to create "a learning place for the success of all" and "to empower all learners for the challenge and changes of the twenty-first century on and off the reservation."

To assist the Takini School Library, sources were selected on their appropriateness for high school students and their currency of creation or publication. Other considerations for selection included format, illustration, clarity of writing, and the perceived ability for students to place the source's contents in a Native American cultural context.

To find items about the Cahokia Mounds, conduct an online search using the subject headings:

Cahokia Site (East Saint Louis, Ill.).
Indians of North America—Antiquities—Juvenile literature.
Indians of North America—Illinois—Antiquities.
Mississippian culture.
Mounds—Illinois.
Mound builders—United States.

Most of the monographs on the Cahokia Mounds found in the library's online catalog (UTCAT) at University of Texas at Austin are advanced scholarly works intended for students of archeology; few are appropriate for high school students. Using the search term *Cahokia Mounds* in online anthropological indexes and general periodical indexes accessed many records of high quality. Specific subject searches as this one omits all general sources. Information on the Cahokia Mounds appears in encyclopedias, dictionaries, journals, and other works that feature Native American or archeological subjects.

A World Wide Web search proves more fruitful for obtaining abundant fundamental information on the subject. Using the search term *Cahokia Mounds* in the search engine HotBot produces over two hundred matches. The top results list web-sites from reputable organizations like the Illinois state museums, historical markers, and sites. Brief, historical information and photographs of the Cahokia mounds give the reader an easy to understand introduction.

Annotated Bibliography:

<1>
Ancient Architects of the Mississippi.
http://www.cr.nps.gov/aad/feature/feature.htm

The online source for high school students studying ancient Mississippian culture; The National Park Service provides comprehensive coverage with marvelous illustrations. The sections describe in context daily life along the river, mound building, trade, and traveling. This website is highly recommend as an introduction to Native American mound builders, it also covers Cahokia .

<2>
Anthropological Literature: [An Index to Periodical Articles and Essays]. [Cambridge, MA] : President and Fellows of Harvard College, 1984-
http://eureka.rlg.org/cgi-bin/zgate

Online version, updated quarterly from Eureka, describes articles and essays on anthropology and archaeology, including art history, demography, economics, psychology, and religious studies. An advanced search using the keyword terms *Cahokia* and *mounds* produces three articles. Broadening the geographic area (Illinois, Mississippi Valley, or United States) returns more sources for expanded subject research. Unfortunately, most articles appear to advanced for high school students.

<3>
Brose, David S., James A. Brown, and David W. Penney. Ancient Art of the American Woodland Indians. New York: Abrams, 1985.
E 78 E2 B76 1985

A catalog of a traveling exhibition depicts ancient Native American artifacts, including objects from the Cahokia Mounds and the Mississippian period. It contains insightful essays and detailed color photographs of carved figures, stones, pipes, and bottles.

<4>
Cahokia Mounds: Ancient Metropolis, Legacy of the Mound Builders, and More Than Bows and Arrows. [Seattle]: Camera One, 1995.
[Z1035 A49 v.92 1996 no.13-23 -- call number for Booklist.]

Three educational videos on Native Americans and prehistoric North America for ages fifteen to adult. Since these videos were not available for viewing, a review by Jeff

Dick featured in Booklist 92(15):1376, 1996 Apr. 1 proceeds. "Cahokia Mounds explains their variety and construction, along with the daily rituals of Indian Life. Legacy offers a visually busy, briskly paced abridgment that highlights the mound builder achievements; it lacks the interviews with historians and the greater detail of the first title. In addition to architecture, More Than Bows and Arrows considers a broad range of Native American contributions, from politics to culture to technology."

<5>
Cahokia Mounds State Historic Site
http://medicine.wustl.edu/~kellerk/cahokia.html

The official and most comprehensive website on the Cahokia Mounds offers detailed information and links to over forty individual mounds. A vital resource if one is planning to visit the center. It contains a calendar of events, visitor information, museum and society information, and much more. Helpful to teachers, there is a link to educational or archeological indices, journals, field work, organizations, institutes, and departments.

<6>
Cahokia Mounds State Historic Site, Illinois
http://www.nps.gov/worldheritage/cahokia.htm

Home page of the Cahokia Mounds World Heritage Site maintained by the National Park Service links the mounds to the United Nations. The Cahokia Mounds Site is one of the twenty-two areas in the United States deemed by UNESCO of "outstanding universal value from the historical, aesthetic, ethnological or anthropological point of view."

<7>
Gallant, Roy A. Ancient Indians: The First Americans. Hillside, NJ: Enslow Pub., Inc., 1989.
Youth E 77.4 G35 1989

Describes how the first Native Americans arrived from Asia and how their society developed in different parts of North America. This book also discusses the archaeologists who attempt to interpret ancient cultures through their findings. Contains pages on Cahokia, Mississippians, and mound builders.

<8>
Hoxie, Frederick E., ed. Encyclopedia of North American Indians. Boston; New York: Houghton Mifflin, 1996.
E 76.2 E53 1996

Highly regarded single volume encyclopedia includes contributions by Native Americans (many signed articles with bibliographies). Half page entry on Cahokia with cross references to Mississippians and mound builders. Includes accounts of French and Spanish explorers contact with Native Americans. Excellent thorough coverage with explanations or hypothesis of how and why events occurred.

<9>
Markowitz, Harvey, ed. American Indians. Pasadena, CA: Salem Press, 1995.
E 76.2 A45 1995

A three volume reference set chronicles the history and customs of Native Americans from European contact to current issues. The Cahokia entry has a half page synopsis of the archaeological site including program events held annually at this state historic site. Cross-references to subject headings Illinois, mounds, and mound builders offer further insight.

<10>
Mehrer, Mark W. Cahokia's Countryside: Household Archaeology, Settlement Patterns, and Social Power. DeKalb, IL: Northern Illinois University Press, 1995.
E 78 I3 M47 1995

A comprehensive analysis on household archaeology shedding light on the daily lives of the Mississippian people. Focusing on rural residents, Mehrer examines seven sites and integrates his findings with new information from the large Cahokia Mound region. Technical coverage of the subject, recommended only for the advanced student.

<11>
Mighty Cahokia
http://www.he.net/~archaeol/9605/abstracts/cahokia.html

Abstract of a featured article in Archeology by William R. Iseminger. Links to other featured articles and archeological sites provide access to other topics in archeology. Good source if students want other topics in archeology to research.

<12>
Mound Builders in America
http://www.sover.net/~barback/mounds/mounds.html

A report from a series in home schooling, the authors Jesse and Andy Ackemann traveled to the Cahokia Mounds and reported their findings. They also visited a group of mounds in Ohio built by Native Americans of the Hopewell Culture, that predates Cahokia by approximately a thousand years. Simple wording and nice graphics make this website an excellent starting point for children.

<13>
Moundresource.
http://wbwww.ncook.k12.il.us/museum/mounds.html

The Westbrook Elementary School has created a mini pathfinder containing links to other sites about mound builders on the World Wide Web. The link to the Cahokia Mounds includes a small bibliography.

<14>
Periodical Abstracts. [New York]: Ovid Technologies, 1986-
http://db.texshare.edu/utexas/ovidweb.cgi

This online index covers current affairs, business, industry news, cultural events, editorial material and general interest topics in top general and academic periodicals. Using the search term *Cahokia Mounds* produces five entries, several seem promising for high school students.

<15>
Sattler, Helen Roney. The Earliest Americans. New York: Clarion Books, 1993.
Youth E61 S28 1993

The succinct, readable text, supported by detailed drawings or maps (on every page), brings together current scientific information about ancient Native Americans to form a fascinating account of early civilization in the Americas. Contains data on Cahokia, Mississippian culture, and mound builders.

<16>

Shaffer, Lynda Norene. Native Americans Before 1492: The Moundbuilding Centers of the Eastern Woodlands. Armonk, NY: M.E. Sharpe, 1992.
E 78 E2 S46 1992

Historian Lynda Shaffer writes of the archaic context from which mound building emerged to the decline of the culture in the 1700's. Though part of the series, *Sources and Studies in World History*, this book will be of interest to teachers and students of American history. Outstanding chapters include "Cahokia and other Mississippian Period Centers, the Third Moundbuilding Period" and "Subregrions, Outposts, and the Decline of Cahokia."

<17>

Takini School Home Page.
http://busboy.sped.ukans.edu/~challeng/Takini/index.html

This home page lists information about the Takini School, its educational technology, and accomplishments. Part of growing Four Directions community, the website provides a link to the Four Directions Home Page.

<18>

The Chicago Manual of Style, Thirteenth Edition. Chicago: University of Chicago Press,
1982.

Chapter sixteen deals with bibliographic forms.

Cahokia Mounds: A Pathfinder for High School Students

by Timothy Bullard
December 1997

One of the most important archeological sites of the Americas, the giant earthen Cahokia Mounds mark the remains of the prehistoric city that once flourished and mysteriously died here. What makes Cahokia special is not only its impressive size, but the evident complexity of the Indian society that once called it home.

This pathfinder is a means to help you find information on the Cahokia Mounds. Start with encyclopedias, handbooks, or dictionaries for defintions and a broad overview.

Hoxie, Frederick E., ed. Encyclopedia of North American Indians. Boston; New York: Houghton Mifflin, 1996.

Half page entry on Cahokia with references to Mississippians and mound builders. Excellent thorough coverage with explanations or hypothesis of how and why events occurred.

Markowitz, Harvey, ed. American Indians. Pasadena, CA: Salem Press, 1995.

The Cahokia entry has a half page synopsis of the archaeological site. References to subject headings Illinois, mounds, and mound builders offer further insight.

To find more about who built the mounds and why they were contructed, check your library's online or card catalog. Try using "mounds" or "mound builders" as subjects. Here are a few good books.

Gallant, Roy A. Ancient Indians: The First Americans. Hillside, NJ: Enslow Pub., Inc., 1989.

Describes the arrival of the first Native Americans and how their society developed in different parts of North America. This book also discusses the archaeologists who attempt to interpret ancient cultures through their findings.

Sattler, Helen Roney. The Earliest Americans. New York: Clarion Books, 1993.

Accounts early Native American civilization with detailed drawings and maps.

For information from the World Wide Web, type "Cahokia Mounds" into a search engine. Invistigate these websites.

Ancient Architects of the Mississippi.
http://www.cr.nps.gov/aad/feature/feature.htm
The National Park Service provides comprehensive coverage with marvelous illustrations.

Cahokia Mounds State Historic Site
http://medicine.wustl.edu/~kellerk/cahokia.html
The official and most comprehensive website on the Cahokia Mounds offers detailed information and links to over forty individual mounds.

Mound Builders in America
http://www.sover.net/~barback/mounds/mounds.html
A good place to start.

For articles on Cahokia Mounds, use these indexes.

Anthropological Literature: [An Index to Periodical Articles and Essays]. [Cambridge, MA] : President and Fellows of Harvard College, 1984-
http://eureka.rlg.org/cgi-bin/zgate
Online version, updated quarterly from Eureka, describes articles and essays on anthropology and archaeology.

Periodical Abstracts. [New York]: Ovid Technologies, 1986-
http://db.texshare.edu/utexas/ovidweb.cgi
This online index covers general interest topics in top general and academic periodicals.

To view a video on Cahokia Mounds, ask for these titles.

Cahokia Mounds: Ancient Metropolis, Legacy of the Mound Builders, and More Than Bows and Arrows. [Seattle]: Camera One, 1995.
Three educational videos on Native Americans and prehistoric North America.

Where I find more information on mound builders?

Shaffer, Lynda Norene. Native Americans Before 1492: The Moundbuilding Centers of the Eastern Woodlands. Armonk, NY: M.E. Sharpe, 1992.
The complete story, from the emergence to the decline of the culture.

FOR MORE INFORMATION – ASK A LIBRARIAN

Lisa Bier
LIS 382L.3
December 3, 1997
Dr. Loriene Roy
Pathfinder 2

The Native American Boarding School Experience

The Native American Boarding School Experience
A Pathfinder

compiled by Lisa Bier

Introduction

In the last quarter of the 19th century, United States reformers decided that the best way to solve the problems of Native Americans was to assimilate them into American culture through education. This need to "civilize" became official United States policy in the Assimilationist Act of 1890, which required young Native Americans to attend school. The purposes of this education were threefold. In the eyes of the reformers, young Natives were being provided with the necessary characteristics of literacy, individuality, and Christianity. The ideal finished product would be a person fully acculturated, cleansed of so-called ignorant ways, and ready to become a productive American citizen.

The effects of this policy on families were devastating. Often children as young as five were forcibly taken from their families and not allowed to visit or return for years. Children were returned to families after having been forced to forget the language of their parents, or having been told that traditional ways were evil or ignorant. The white school administrators and teachers often instilled a sense of shame at the traditional ways while teaching Anglo-American habits. Returning students also faced alienation and stress from the tribal members who had not been sent away to school.

It was not until well into the first half of the 20th century that policymakers began to realize that Indian education policy was destructive. It was still many years before Native American education became self-determined.

This pathfinder is being prepared for the Four Directions Project. It focuses on print sources and is meant to be used in a high school or community college library. Sources were selected according to their relevance and accessibility. I selected sources which were appropriate to high school and community college reading levels and answered at least one of the following questions:

1) What was life like for these early students of boarding schools?

2) In what ways did the students hold on to their culture and resist assimilation?

3) What was it like for the students to return home after being away for so long?

4) How were the schools detrimental or beneficial to individuals? To Native American cultures as a whole?

5) How have Indian boarding schools changed over the last century?

Many monographs which focused on the history of one particular school answered some or all of these questions. I included on the final pathfinder only those which had excellent bibliographies or discussed specifically the years of self-determination, a topic which is not as common in the literature as the earlier years of boarding school history.

I began the search by searching in the online catalog of the University of Texas at Austin using the keywords Native American and education. From there I compiled a list of books. The indexes, encyclopedias and directories were found by browsing the reference department. Materials were selected only if they were appropriate to the expected audience of this pathfinder.

BIBLIOGRAPHY

INDEXES

1) Hendon, Julia A., editor. *Anthropological Literature: An Index to Periodical Articles and Essays*. Cambridge, MA: President and Fellows of Harvard College, 1979- .

This source is available in print or online. Search under keywords like "Indian boarding schools", "cultural assimilation", or the names of specific boarding schools.

2) *America: History and Life*. New York: ABC-Clio CD-ROM, 1982-present.

This source covers the history of the United States and Canada as written about in journals. Search under keywords like "Indian boarding schools" and the names of specific schools to find articles.

ALMANACS AND ENCYCLOPEDIAS

3) Champange, Duane, ed. *The Native North American Almanac*. Detroit: Gale, 1994.

A one volume encyclopedia containing many concise, clear references to boarding schools and the Assimilationist Policy of 1890-1934.

4) Sturtevant, William C. *Handbook of North American Indians*. Wilcomb and Washburn, volume editors. *Volume 4, History of Indian-White Relations*. Washington: Smithsonian Institution, 1988.

An entire volume of this seventeen volume encyclopedia dedicated to white-Indian relations. Contains much information on United States Indian Policy regarding education. Use the index to look up articles on schools in specific areas. Contains a bibliography.

DIRECTORIES

5) Klein, Barry T. Reference Encyclopedia of the American Indian. 8th ed. West Nyack, NY: Todd Publications, 1995.

This is really more of a directory than an encyclopedia. Use this to look up organizations and schools if you need additional information.

BOOKS-GOVERNMENT POLICY RELATING TO INDIAN EDUCATION

6) Deloria, Vine, Jr. *American Indian Policy in the Twentieth Century.* Norman, University of Oklahoma Press, 1985.

A study of government policy pertaining to Indians in a historical context. Also puts these policies in a light of other U.S. laws such as free speech and water rights, and international human rights.

7) Dippie, Brian. *The Vanishing American: White Attitudes and United States Indian Policy.* Middletown, CT: Wesleyan University Press, 1982.

A book about white perceptions of Indians and how that view is reflected in official government policy. For example, if the Indian is believed to be vanishing, there is no need to try to provide him/her with a future.

8) Prucha, Francis Paul. *The Great Father: The United States Government and the American Indians.* Lincoln: University of Nebraska Press, 1984.

An exhaustive 1300-page history of United States Indian policy. Contains much information on assimilationist education and boarding schools. Highly recommended.

BOOKS- EARLY STUDENT LIFE AT THE SCHOOLS

9) Adams, David Wallace. *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928.* Lawrence, KS: University Press of Kansas, 1995.

Chronicles the Native American boarding school movement on a national level. Describes different models for the schools, and the treatment students received in various schools.

10) Hyer, Sally. *One House, One Voice, One Heart: Native American Education at the Santa Fe Indian School,* Santa Fe: Museum of New Mexico Press, 1990.

A monograph based on an oral history project commemorating the 100th anniversary of the Santa Fe Indian School. Firsthand accounts of children as young as five being taken from their families and sent to the SFIS. Relates the changes in government policy from assimilation to self-determination.

11) Lindsey, Donal F. *Indians at Hampton Institute, 1877-1923.* Urbana, IL: University of Illinois Press, 1995.

Hampton Institute of Virginia was founded as a normal school for the vocational education of African Americans and Native Americans. Explores the interaction of Indians, Blacks, and Whites, the history of the program and its effects on the students.

12) Trennert, Robert A., Jr. *The Phoenix Indian School: Forced Assimilation in Phoenix, 1891-1930.* Norman: University of Oklahoma Press, 1988.

Relates the history of the Phoenix Indian Industrial Boarding School of Arizona. Specifically looks at the changing educational policies of the U.S. government and the varying effects that it had on the school and its educational emphasis.

13) Lomawaima, K. Tsianina. *They Called It Prairie Light: The Story of the Chilocco Indian School.* Lincoln: University of Nebraska Press, 1994.

Details life at an off-reservation Indian boarding school in Oklahoma. Describes Native resistance to the assimilationist goals of the educational process, as Indians actively took efforts to retain their Native characteristics.

BOOKS - LATER HISTORY OF THE SCHOOLS

14) Szasz, Margaret. *Education and the American Indian: The Road to Self-Determination, 1928-1973.* Albuquerque: University of New Mexico Press, 1974.

A comprehensive analysis of American Indian education. Provides historical background and focuses on 1928-1969. Uses archival materials and oral history to depict the changes in American Indian educational policy and its failures and successes.

15) Parker, Dorothy L. *Phoenix Indian School: The Second Half Century.* Tuscon: University of Arizona Press, 1996.

Chronicles the Phoenix Indian School from 1930 to its closure in 1990, and how changes in government policy affected the school and its students. Details efforts toward Native self-determination after the 1960's, when the school was eventually run by Native-elected school boards that decided matters of curriculum and personnel.

INTERNET SITES

16) The Native American Documents Project
http://coyote.csusm.edu/projects/nadp/nadp.htm

This site, managed by California State University, is working to make documents concerning the history of federal policy concerning Native Americans more readily available. An index in available in the "Published Reports" page.

ORGANIZATIONS

17) Hampton University Museum, Hampton University, Hampton, VA 23668.
(804) 727-5308

Hampton is one of the original Indian boarding schools which has successfully embraced its history. The Museum has a vast collection of records and photo archives, has created exhibits on the history of the school and its students, and published books on the subject. Hampton would be a good place to contact if you are interested in doing indepth research.

CITATION MANUAL

18) Turabian, Kate L. *A Manual for Writers of term Papers, Theses, and Dissertations.* 6th ed. Chicago: University of Chicago Press, 1996.

THE NATIVE AMERICAN BOARDING SCHOOL EXPERIENCE

A PATHFINDER

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Beginning in the 1890's, Native American children were sent to government boarding schools far from home. The U.S. government wanted to change the culture of the Indians by essentially teaching them European-American ways. This method often separated families and caused the loss of traditional ways. Many of these schools are now Native-directed and still serve Native American students.

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ALMANACS AND ENCYCLOPEDIAS - Use these to introduce yourself to this topic.

Champange, Duane, ed. *The Native North American Almanac*. Detroit: Gale, 1994.

A one volume encyclopedia containing many references to boarding schools and the Assimilationist Policy of 1890-1934. Use the index.

Sturtevant, William C. *Handbook of North American Indians*. Wilcomb and Washburn, volume editors. *Volume 4, History of Indian-White Relations*. Washington: Smithsonian Institution, 1988.

An entire volume of this seventeen volume encyclopedia is dedicated to white-Indian relations, including U.S. Indian education policy. Use the index to look up articles on specific areas. Contains a bibliography of other related books and articles.

INDEXES - Use these indexes to look up articles in journals.

Hendon, Julia A., editor. *Anthropological Literature: An Index to Periodical Articles and Essays*. Cambridge, MA: President and Fellows of Harvard College, 1979- .

This source is available in print or online. Search under keywords like "Indian boarding schools", "cultural assimilation", or the names of specific boarding schools.

America: History and Life. New York, ABC-Clio CD-ROM, 1982-present.

This source covers the history of the United States and Canada as written about in journals. Search under keywords like "Indian boarding schools" and the names of specific schools.

DIRECTORIES - Contact organizations for further information.

Klein, Barry T. *Reference Encyclopedia of the American Indian*. 8th ed. West Nyack, NY: Todd Publications, 1995.

Use this directory to look up names of national and local organizations or schools.

BOOKS - Look in your library catalog under keywords like "Indians and education", "Native Americans and boarding schools", or "cultural assimilation". Combine these terms. The following books are available through inter-library loan if your library does not have them. Ask a librarian if you need help.

Prucha, Francis Paul. *The Great Father: The United States Government and the American Indians.* Lincoln: University of Nebraska Press, 1984.

A very informative history of United States Indian policy. Contains much information on assimilationist education and boarding schools. Highly recommended.

Adams, David Wallace. *Education for Extinction: American Indians and the Boarding School Experience, 1875-1928.* Lawrence, KS: University Press of Kansas, 1995.

This book describes the Native American boarding school movement on a national level. Describes different schools, and the treatment students received in various schools.

Hyer, Sally. *One House, One Voice, One Heart: Native American Education at the Santa Fe Indian School.* Santa Fe: Museum of New Mexico Press, 1990.

This book contains firsthand accounts of students who attended the Santa Fe Indian School. Relates the changes at the school as Indians gained more control of their education.

Szasz, Margaret. *Education and the American Indian: The Road to Self-Determination, 1928-1973.* Albuquerque: University of New Mexico Press, 1974.

Provides historical background and focuses on 1928-1969. Uses archival materials and oral history to depict the changes in American Indian education and its failures and relative successes.

Parker, Dorothy L. *Phoenix Indian School: The Second Half Century.* Tuscon: University of Arizona Press, 1996.

Chronicles the Phoenix Indian School from 1930 to its closure in 1990. Details efforts toward Native self-determination after the 1960's, when the school was eventually run by Native-elected school boards that decided matters of curriculum and personnel.

ORGANIZATIONS

Hampton University Museum, Hampton University, Hampton, VA, 23668.
(804) 727-5308.

Hampton is one of the original boarding schools which now has an excellent museum detailing the school's history. Hampton is a good place to contact if you are interested in doing additional research on this topic.

REMEMBER - ALWAYS ASK A LIBRARIAN IF YOU NEED HELP!

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The Native American Boarding School Experience: Resources on the Internet

A Pathfinder

Laura Tyner
December 3, 1997
9:00 A.M.

The Native American Boarding School Experience
A Pathfinder

In the late part of the nineteenth century, hundreds of Native American children were taken from their homes and families and forced to attend distant boarding schools for years at a time. The purpose of this aggressive campaign by the United States government was to "civilize" these children, to make them less "savage," and to introduce them to a "Christian" way of life. The result of their uprooting, the Native American boarding school experience, has been chronicled in various sources, both printed and online.

This pathfinder attempts to inform the students at Dilcon Boarding School about the experiences of these children. Since the assignment for this pathfinder dictated that all of the sources listed be online, each source may be viewed via the World Wide Web. The students at Dilcon are elementary school children, grades kindergarten through eighth, which limits the scope of this project to sources appropriate to this age level. For this reason the information provided ranges from basic historical information about the boarding schools to what life was like there to photographs of the students. This pathfinder will be available to these children through their school library, which has Internet access.

Many questions will arise when the audience discovers that children their age were taken away from their families and forced to attend the "white man's school." This pathfinder answers queries such as:

- Why was the "white man" able to take the children away from their mothers and fathers?
- What was it like to live in one of these boarding schools?
- Are there any pictures of these schools or the children who lived there?
- Are there any schools like that today?

These questions and many others are answered by the sources included on the pathfinder. The criteria for selecting sources is based on currency of the website, authority, and appropriateness for school age children. Many sources are included in the bibliography that are excluded from the pathfinder because they contain adult content.

I began with general Internet searches using the search engines AltaVista, Excite, and Lycos. Appropriate keywords, such as "native american boarding school" and "american indian schools" were submitted and various results were generated. The information that was retrieved and included in the pathfinder is found under subject headings such as "general Internet sources," "pictorials," "boarding schools of the past," and "modern boarding schools."

Bibliography

1. Achtert, Walter S. and Joseph Gibaldi. The MLA Style Manual. New York: The Modern Language Association of America, 1985.

> The MLA Manual is my style handbook of choice. I find it practical and easy to use. Although the 1985 edition does not contain information on citing websites, I supplemented my bibliography by using the Publication Manual of the American Psychological Association, 4th edition for this purpose.

2. AltaVista Technology, Inc. (Updated daily). AltaVista Search Engine. Available Internet: http://www.altavista.com

> I find this the most effective search engine because it is easy to use and the "hits" are usually very accurate. Searches are performed with Boolean searching techniques and by using methods unique to AltaVista, such as linking words together with a colon for more effective search results. For example, I entered the search: native:american:boarding:school and found twelve relevant documents that matched my query. In this way the search engine eliminates every document that has only one of the words in it and retrieves only those that contain every keyword.

3. "American Mosaic Seminar Explores Native American Educational Experience." (8 November 1996). Available Internet: http://garamond.univpubs.american.edu/scene/pastscenes/scene18/text/mosaictext.html

> Charles Bear Fighter Red Door, a Native American who was taken from his family when he was five years old and sent to boarding school, is the focus of this website. Although I found this site interesting, I opted to exclude it from my pathfinder because the information is quite brief. For example, "Good Fox recalled that his stepfather, who did not understand or speak English when he was sent to school, was paddled because he

spoke the tribal language in class. But, he said, 'that didn't stop us. Those languages are still alive.'" While examples like this are interesting, the site does not go into further detail about Red Door's experiences at his boarding school.

4. Boss, Judy. "An Indian Boy's Story."(1 December 1997). Available Internet: http://etext.lib.virginia.edu/cgibin/browse-mixed?id=AhnIndi&tag=public&images=images/modeng&data=/texts/english/modeng/parsed

A personal account of one man's lifetime. The author describes his life before, during, and after attending a Government contracted Indian Boarding School in Pennsylvania. For instance, he recalls his simple life of planting, fishing, and gathering herbs to make medicine before the "honey-tongued agent of the Government" convinced him to leave his family and attend the boarding school. This site is intriguing, informative, and appropriate for my pathfinder in that it uses simple yet detailed vocabulary. Elementary school children should have no trouble understanding it.

5. Dick, R.W. (1993). "Alcohol Use Among Male and Female Native American Adolescents: Patterns and Correlates of Student Drinking in a Boarding School." Available Internet: http://www.louisville.edu/groups/cayscd/pafall93/dick.htm

While this source contains interesting data regarding Native American alcohol abuse, I excluded it from my pathfinder because the authors suggest that "the associations among depression, family support, stressful life events, and alcohol use in this population are likely to be a result of the nature of the environment," which is the boarding school. While the information is intriguing, it does not necessarily pertain directly to my topic.

6. Eastman, Charles Alexander. (1995). "Indian Boyhood." Available Internet: http://etext.lib.virginia.edu/cgibin/browse-mixed?id=EasIndi&tag=public&images=images/modeng&data=/lvl/Archive/eng-parsed

Originally printed in 1902, this excellent story of Native American childhood was published on the

World Wide Web in 1995 for the enjoyment of everyone with Internet access. It is one man's tale of his American Indian upbringing, from hunting and training as an Indian warrior to feasts, celebrations, and life in the woods. Although this is an excellent site for anyone interested in the Native American way of life during this time period, there is no mention of boarding school and I opted to exclude it from my pathfinder.

7. Excite, Inc.(Copyright 1995-96; updated daily). "Excite Search Engine." Available Internet: http://www.excite.com

> The search engine Excite is forthright in its information presentation. Searching can be done through "channels," which are different categories of topics. An accuracy percentage is displayed with each hit, which appeals to some searchers. There is also the option of selecting terms provided by Excite that add to the search, such as "reservation" and "traditional" when searching for the keywords "indian schools."

8. "4Directions Community." (25 June 1997). Available Internet: http://challenge.ukans.edu/Community/Community.html

> An excellent website with many links to helpful pages, such as links to 4Directions Schools and 4Directions Partners. There is also an image map with 4Directions schools listed on it. This allows the user to point and click and they will be taken directly to that school's webpage. I included this in my pathfinder under the subject heading "modern boarding schools."

9. Han, Susie. (May 1997). "Education for Native Americans." Available Internet:
http://www.duke.edu/~sah4/susie.html#history

> I included this website in my pathfinder because it is well researched and contains many links to other issues surrounding the Native American Boarding School experience. This site explores the history of life at Hampton Institute and includes a photograph of and a letter from Tommy Fire Cloud, one of the students at the Hampton Institute.

10. Lifetime Learning Systems. (1996). "Friends of the Indian." Available Internet: http://www.pbs.org/plweb-cgi/fastweb?getdoc+thewest+thewest+94+1+wAAA+native%26american%26boarding%26schools

Unfortunately, this site is a combination of interesting facts pertaining to the topic of this pathfinder and a number of broken links. The page gives a thorough history of the Native American boarding school situation with helpful facts such as "by century's end, there would be 24 off-reservation boarding schools like Carlisle, plus 81 boarding schools and 147 day schools on the reservations themselves, all striving to eradicate their students' tribal identities and educate them 'not as Indians, but as Americans.'" Despite the relevant information, this page seems amateurish and unfinished due to the broken links and I declined to include this source in the pathfinder for this reason.

11. Lindauer, Owen. (1 December 1997). "The Phoenix Indian School Project." Available Internet: http://archaeology.la.asu.edu/VM/iSchool/index.htm

This is an interesting site in that it not only gives the history of the school, it discusses the findings of a recent archaeological dig. There are links to pages with photographs of the findings which give us insight into life at the schools. I included this site in my pathfinder because I think the information is basic enough to be understood by elementary school children and it gives a glimpse of the boarding schools of the past.

12. Lycos, Inc. (Copyright 1997; Updated daily). Available Internet: http://www.lycos.com

Accurate search engine with a variety of search options, including top 5% reviews about Native American boarding schools, as well as pictures and homepages that pertain to the topic. Lycos is usually my second choice of search engine after AltaVista.

13. "Photographs from Indian Boarding Schools." (1 December 1997) Available Internet: http://hanksville.phast.umass.edu:8000/cultprop/intellect/gof.html

A treasure of a website, this site contains numerous photographs from Native American boarding schools. It is "a gallery of photographs of Indian boarding schools and their students" from the early 1900s. The image at the top of the page is especially appealing, for it shows Tom Torlino, a Navajo, before and after he attended Carlisle Boarding School. All of the photographs are from the National Archives and are exhibited on the Gallery of the Open Frontier homepage. It gives me pleasure to include this website on my pathfinder!

14. Riddle, Pax. "The Boarding School." (1 December 1997.) Available Internet: http://thuntek.net/~mathew/pulse/stories/school.html

The story of Ruby Loonfoot, a Native child in an unnamed boarding school. The opening paragraph describes her wretched treatment at the school and is not appropriate for young children. Although it is a powerful story, I did not include it in my pathfinder due to the disturbing content.

15. "Seba Dalkai Boarding School." (1 December 1997). Available Internet: http://challenge.ukans.edu/SebaDalkai/index.html

This website is an excellent example of a present-day Native American boarding school. There are links to information about the school, its students, faculty, and programs. It invokes a very positive view of life at Native boarding schools today and was included in the pathfinder for this reason.

16. "The Shame of Public School Education: A Photo Essay." (1997). Available Internet: http://www.iwchildren.org/genocide/shame6.htm

This is a grisly site that displays photographs of Jewish and Native American children who were mistreated in various ways. Although it is relevant to this pathfinder in that it contains photographs of Native American boarding school students, the material is not suitable for children. I did not include this website on the pathfinder and I would not recommend this site to anyone.

17. "Stewart Indian School." (Copyright 1995). Available Internet: http://thecity.sfsu.edu/~mandell/stewart/stewart.html

This is an excellent website that gives both historical and current information about the Stewart Indian School. A photograph of the school is included, the information is simple yet informative, and the page layout is pleasing. I elected to include this site on my pathfinder for these aforementioned reasons.

18. Styron, Elizabeth Hope. (May 1997). "Native American Education: Documents from the 19th Century." Available Internet: http://www.duke.edu/~ehs1/education/

The information provided by this website is elementary, making it ideal for my pathfinder. The page was created by a student at Duke University and the author was thorough in her research pertaining to the boarding schools. Besides the brief historical introduction, she included several useful links to other pages on this topic, many of them containing photographs that are part of Duke University's Special Collections Library. The photographs show the students and their schools and I feel the audience of this pathfinder will find it most interesting.

19. "Theodore Roosevelt School." (1 December 1997). Available Internet: http://www.wmonline.com/attract/ftapache/ap118.htm

This webpage gives a short summary of the Theodore Roosevelt School and includes a photograph circa 1932. I included it in my pathfinder as a short and simple site on a Native American boarding school.

20. "They Sacrificed for Our Survival: the Indian Boarding School Experience."(29 July 1997). Available Internet: http://www.tincan.org/~ccm/tibse.shtml

> The information contained in this website is scant but informative. It includes a photograph of the Fort Spokane Boarding School circa 1906. The website gives a brief explanation of what happened to the Native American children that attended this school and was included in the pathfinder for this reason.

21. "This Path We Travel: Celebrations of Contemporary Native American Creativity." (1 December 1997). Available Internet: http://www.si.edu/nmai/archive/schqtvr.htm

> This site has a Netscape Navigator alert that warns me not to download anything. It gives a short explanation of life at a Native American boarding school and contains two photographs. I did not include this site in my pathfinder because of the danger of crashing my hard drive.

22. Zitkala-Sa. (1994). "Impressions of an Indian Childhood." Available Internet:
http://etext.lib.virginia.edu/cgibin/browse-mixed?id=ZitImpr&tag=public&images=images/modeng&data=/lv1/Archive/eng-parsed

> First published in *Atlantic Monthly* in 1900, this is one woman's account of her Native American childhood in Missouri. She recounts how she lived a peaceful, content life until the white missionaries tricked her into heading East on "the great iron horse." While this is an interesting story, I did not include this site in my pathfinder. The majority of the information pertained to her life before she entered the boarding school rather than after.

The Native American Boarding School Experience
A Pathfinder

During the 1890s, many Native American children were taken from their homes and families and forced to attend "Christian" boarding schools against their will. Today, there are several accounts of these boarding school experiences available on the Internet. This pathfinder is intended to aid students in their online search for more information about this tragic event in Native American history.

- **How do I begin my search on the Internet?**

Start by becoming familiar with several **search engines**. A search engine is a World Wide Web tool that lets you search for information on the Internet. You can type in words or phrases such as "native american boarding school" or "indian schools" and the search engine will find related documents on the Web. Three useful search engines are:

*** AltaVista**
http://www.altavista.com

*** Lycos**
http://www.lycos.com

*** Excite**
http://www.excite.com

- **Are there any general sources with background information that will help me get a better idea of these boarding schools?**

Several websites give historical information about life at the boarding schools.

*** They Sacrificed for Our Survival: the Indian Boarding School Experience**
http://www.tincan.org/~ccm/tibse.shtml

*** Stewart Indian School**
http://thecity.sfsu.edu/~mandell/stewart/stewart.html

*** Theodore Roosevelt School**
http://www.wmonline.com/attract/ftapache/ap118.htm

- **Are there any pictures of the children or of the boarding schools that have been published on the World Wide Web?**

Two excellent sites with many links to photographs from various boarding schools can be found at these locations:

*** Photographs From Indian Boarding Schools**
http://hanksville.phast.umass.edu:8000/cultprop/intellect/gof.html

*** Native American Education: Documents for the 19th Century**
http://www.duke.edu/~ehs1/education/index.html

- **What were the boarding schools like back then?**

Several accounts of life at the boarding schools have been published on the World Wide Web.

*** An Indian Boy's Story**
http://etext.lib.virginia.edu/cgibin/browse-mixed?id=AhnIndi&tag=public&images=images/modeng&data=/texts/english/modeng/parsed

*** Boarding House for Indian Children**
http://coyote.csusm.edu/projects/nadp/d54.htm#202

- **What about modern day Native American boarding schools? What are they like?**

Several websites contain information pertaining to today's boarding schools for Native American children.

*** Seba Dalkai Boarding School**
http://challenge.ukans.edu/SebaDalkai/index.html

*** Education of Native Americans: Hampton Institute**
http://www.duke.edu/~sah4/susie.html#history

*** 4Directions Community**
http://challenge.ukans.edu/Community/Community.html

- **If you need more help, ask your friendly school librarian!**

Last updated by Laura Tyner on 30 November 1997.

Native American Sayings, Phrases and Quotations on the Internet

A Pathfinder

Prepared by Martin Corrigan
LIS 382L.13
Dr. Roy
Fall 1997

Citation Manual Used: Gibaldi, Joseph. Ed. *MLA Handbook for Writers of Research Papers.* 4th ed. New York: MLA, 1995.

Many of a culture's values, ethics and even sense of place in the universe can be discerned in that culture's sayings. When we study a new language and learn that the language also has a certain proverb or expression that is equivalent to a phrase in our native language, there is a pleasant sense of recognition, and a realization that speakers of the new language interpret reality in a similar way. A nation also expresses itself through the words of its leaders. Famous speeches and quotes are learned by schoolchildren or new immigrants as part of the acculturation process in a nation.

All of these apply to the original cultures and nations of the United States, as well. Unfortunately, many of these cultures possessed an oral rather then a written tradition for passing on cultural knowledge. And as more Native Americans forgot their native languages, they also began to forget much of this cultural knowledge as well. Many Native Americans have been preserving and reviving these earlier languages. They have also taken advantage of electronic technology in making this information available to a larger audience.

This pathfinder was designed for the Fond du Lac Education Division. It is intended for students and teachers who have access to the Internet. URLs are provided for all sites listed so the user can go directly to the sites. The original scope was "Native American Sayings on the Internet," but I have expanded it to include quotes by Native Americans as well. The sites listed will provide answers to such questions as: "What everyday expressions occur in different Native American languages?" "What are some sayings that express how certain Native Americans view life?" "Where can I find a good quote by a famous Native American on the subject of '_____'?"

I began searching the Internet using the standard search engines Yahoo, Alta Vista and Lycos. I used the following words and phrases with all three search engines: "sayings", "quotes", "quotations", "proverbs", "Native American" and "American Indian." These searches resulted in too many selections, although the Alta Vista search engine was more effective than the other two, because I was able to use its "refined search" to first look for sites featuring quotations, and then limit these by specifying "Native American" sites. It seemed easier to start with sites dealing with Native Americans and then to search within them for sites concentrating on saying, phrases and quotations.

At Dr. Roy's suggestion I began with Lisa Mitten's Native American Home Pages and Native Languages Page. Both of these contain numerous links to other sites for individual languages, including the Index of Native American Resources on the Internet and The LINGUIST List: Language and Language Family Information.

The sites I have selected are grouped into three general categories: Native American sayings and phrases in English, Native American sayings and phrases in English and the original language, and quotations of Native Americans

ANNOTATED BIBLIOGRAPHY

This site provides a comprehensive listing of sites dealing with individual Native American languages. This should be a first stop for anyone searching the WWW for sites dealing with Native American languages:

(1) Mitten, Lisa. Native American Home Pages. 9 Oct. 1997. Online. Internet. 13 Oct. 1997.

The following WWW sites feature Native American sayings and phrases in English only:

(2) American Indian Culture Research Center. Short Bibliography on Indians. 22 Sep. 1997. Online. Internet. 13 Oct. 1997.

This is a limited list of books available in print dealing with Native American culture and history. Although this page features printed works, the page itself is illustrated with a couple of quotes from Native American leaders Chief Joseph and Spotted Tail.

(3) Cole, David, et al. Poetry from Indigenous People on Cultural Property Issues. 4 June 1997. Online. Internet. 13 Oct. 1997.

Several managers of major WWW sites dealing with Native American issues have gathered this selection of modern poetry written by Native Americans. Much of this poetry includes traditional folk sayings. This site is interesting in that it shows the versatility of these ancient phrases in dealing with a current situation.

(4) Mohawk Nation Council of Chiefs. Iroquois Thanksgiving Address. Online. Internet. 13 Oct. 1997.

This traditional prayer is recited before all official gatherings of the Mohawk Nation. The prayer addresses all of the various elements of nature and thanks them for the benefits they have extended to humanity. This site also has a link to the Awkwesasne Freedom School, a school for Mohawk students that integrates a modern curriculum with a program of traditional native culture. The principles expressed in this "thanksgiving address" form the basis of the school's programs. This is another example of traditional expressions being applied to current situations.

(5) Zeilinger, Ron. Mitakuye Owasin--"All My Relatives". Online. Internet. 13 Oct. 1997.

This provides the best example of how a single phrase can be used to express many concepts simultaneously. The author explains the literal meaning of this phrase from the Dakota language, and then elaborates on how native speakers use the phrase in several different contexts.

The following WWW sites feature Native American sayings and phrases in the original languages with English translations:

(6) Hirshfelder, Arlene and Martha Kreipe de Montano. The Native American Almanac--A Portrait of Native America Today. Prentice Hall General Reference, 1993. Online. Internet. 13 Oct. 1997.

This site contains an online version of an historical account of the Native Americans who worked as code-makers for the U.S. government during World Wars I and II. Native speakers of Navajo, Comanche and Choctaw used these languages to encrypt sensitive messages, and because the Europeans were unfamiliar with these languages, the messages were never deciphered. This site includes a list of phrases and words which the code-makers were forced to invent in their native languages (i.e., "bombing run", "bomber").

(7) Kahon:wes. Kanienkehaka Language Home Page. 26 June 1997. Online. Internet. 13 Oct. 1997.

Several links can be found here which cover all aspects of the native language of the Mohawk. There are various pages covering spelling, pronunciation, grammar and syntax. Other links from this site provide information on everyday expressions, as well as traditional sayings. One very interesting link lists several traditional songs and prayers and even includes a Mohawk translation of "Mary Had a Little Lamb."

(8) Leman, Wayne. Cheyenne Language Web Site. 29 Sep. 1997. Online. Internet. 13 Oct. 1997.

Leman Wayne is a linguist who designed this site in order to preserve the Cheyenne language. This site provides an introduction to the language, as well as more detailed lessons grammar and syntax. Many examples are provided of words and expressions used by native speakers, such as the single word "naohkesaa'one'seomepehevetsehesto'anehe," which means "I truly do not pronounce Cheyenne well"!

(9) Neufeld, Grant, Rick Harp and Erin Mcdermott. Cree Language Homepage. Online. Internet. 13 Oct. 1997.

This is the online version of a course on the Cree language begun at Brandon University in Manitoba, Canada. The course begins with an introduction to the orthography used in Cree, and continues with a very thorough plan of instruction, which includes numbers, parts of the body, the weather and everyday expressions. There is also a short story in Cree with an English translation.

(10) Vogt, Nancy. Ojibwe Language and Culture: Language. Nov. 1995. Online. Internet. 13 Oct. 1997.

This site provides a description of the language spoken by the Ojibwa (also known as Chippewa) people. Although no comprehensive grammar is provided, Vogt does include translations of everyday words and expressions.

The following WWW sites provide audio samples of Native American languages (NOTE: you must have a sound card attached to your computer to take advantage of the audio):

(11) The Culture Preservation Committee of the Delaware (Lenape) Tribe. Common Words and Phrases in Lenape. Online. Internet. 13 Oct. 1997.

This site consists of two pages of everyday words and expressions used in the Lenape language. By clicking on the Lenape words, the student can hear what the words sound like. This is a great interactive learning tool, provided one has the necessary hardware!

(12) Green, Jim. Lakota Language: The Silent Way. Online. Internet. 13 Oct. 1997

This unique site uses recordings of the Dakota language. Using the pedagogical technique known as the "Silent Way," the student is taught to recognize individual colored designs with specific sounds in the language. Once this correspondence has been established, the student is then taught expressions.

The Following WWW sites contain quotations of Native Americans:

(13) American Indian Culture Research Center. Dakota Quotes. 3 Oct. 1997. Online. Internet. 13 Oct. 1997.

A great collection of quotes from members of the Dakota and Lakota Nations. Includes quotes of current and historical leaders, political activists and just plain folks. Speakers of quotes are identified by name only, so more research may be required in order to identify them.

(14) Cherokees of California, Inc. Words of Wisdom. Online. Internet. 13 Oct. 1997.

This is one of several linked to the home page of the Cherokees of California, Inc. This particular site includes several quotes by Native Americans, not all of whom are Cherokee. There is no apparent order to the quotes, one must scroll through all of them.

(15) Native Peoples Defense Fund. Iktomini's Quotes Page. 2 Oct. 1996. Online. Internet.

13 Oct.1997.

Quotes on this page are taken from Native American as well as non-Native American political leaders

(16) Snowder, Brad. Cosmological Quotations. 15 Sep. 1997. Online. Internet.

13 Oct. 1997.

This is a compilation of quotes pertaining to the creation of, and humanity's relation to the universe. Snowder has collected quotes from many individuals, including some Native Americans. Also included are some folk sayings attributed to Native American tribes.

How to Find Native American Sayings, Phrases and Quotations on the Internet

A Pathfinder Prepared by Martin Corrigan

A culture expresses many of its beliefs and concepts through proverbs and sayings. Today, many Native Americans are interested in recovering and preserving their traditional folk sayings, and the Internet provides an effective tool with which to collect this information.

There are several World Wide Web (WWW) sites featuring Native American sayings, phrases and quotes. Currently there is no single site at which this information has been gathered and presented, but this pathfinder will show you the kinds of sites where such information can be found. Once you know what kind of sites to look for, you can customize your own search (by concentrating on a particular Native American language, for example).

You can access any one of the following sites by entering the URL address in the "Location" box of your Web browser.

Start your search with this site that includes a comprehensive listing of other sites related to Native Americans:

- Mitten, Lisa. Native American Home Pages. 3 Oct. 1997. Online. Internet. 5 Oct. 1997. URL: http://www.pitt.edu/~lmitten/indians.html

Look for the following sites to find Native American sayings, phrases and quotes in English only:

- American Indian Culture Research Center. Dakota Quotes. 6 Oct. 1997. Online. Internet. 13 Oct. 1997. URL: http://www.bluecloud.org/25.html

- American Indian Culture Research Center. Short Bibliography on Indians. 22 Sep. 1997. Online. Internet. 29 Sep. 1997. URL: http://www.bluecloud.org/25.html

- Cherokees of California, Inc. Cherokee Words of Wisdom. Online. Internet. 29 Sep. 1997. URL: http://www.Powersource.com/cocinc/articles/wisdom.htm

- Cole, David, et al. Poetry from Indigenous People on Cultural Property Issues. 4 June 1997. Online. Internet. 29 Sep. 1997. URL: http://hanksville.phast.umass.edu:8000/cultprop/response/poetry.html

- Mohawk Nation Council of Chiefs. Iroquois Thanksgiving Address. Online. Internet. 29 Sep. 1997. URL: http://www.slic.com/~mohawkna/thankgv.htm

- Native Peoples Defense Fund. Iktomini's Quotes Page. 2 Oct. 1996. Online. Internet. 29 Sep.1997. URL: http://odin.cc.pdx.edu/~psu05663/quotes.html

- Snowder, Brad. Cosmological Quotations. 15 Sep. 1997. Online. Internet. 29 Sep. 1997. URL: http://www.wwu.edu/~skywise/cosmo.html

- Zeilinger, Ron. Mitakuye Owasin--"All My Relatives". Online. Internet. 29 Sep. 1997. URL: http://daknet.com/~indian/quote.html

Search these sites to find Native American sayings and phrases in the original languages with English translations:

- Hirshfelder, Arlene and Martha Kreipe de Montano. The Native American Almanac--A Portrait of Native America Today. Prentice Hall General Reference, 1993. Online. Internet. 29 Sep. 1997. URL: http://www.codetalk.fed.us/codetalk.html

- Kahon:wes. Kanienkehaka Language Home Page. 26 June 1997. Online. Internet. 29 Sep. 1997. URL: http://www.axess.com/mohawk/kanienkehaka.html

- Leman, Wayne. Cheyenne Language Web Site. 29 Sep. 1997. Online. Internet. 29 Sep. 1997. URL: http://www.mcn.net/~wleman/cheyenne.htm

- Neufeld, Grant, Rick Harp and Erin Mcdermott. Cree Language Homepage. Online. Internet. 29 Sep. 1997. URL: http://arpp.carleton.ca/cree/

- Vogt, Nancy. Ojibwe Language and Culture: Language. Nov. 1995. Online. Internet. 29 Sep. 1997. URL: http://hanksville.phast.umass.edu/misc/ojibwe/o_languageintro.html

Search for these sites that provide audio samples of Native American languages (NOTE: you must have a sound card attached to your computer in order to hear the audio):

- The Culture Preservation Committee of the Delaware (Lenape) Tribe. Common Words and Phrases in Lenape. Online. Internet. 29 Sep. 1997. URL: http://www.cowboy.net/native/lenape/language.html

- Green, Jim. Lakota Language: The Silent Way. Online. Internet. 29 Sep. 1997. URL: http://www.geocities.com/Paris/9463/daklang1.html

Final Note: Remember that no single site on the Internet contains all of the information available on Native American sayings and phrases. These sites provide effective starting points in your search since they have links to other pertinent sites. Start with the sites in this pathfinder, and with perseverance and patience your search will pay off.

Native American Music: Information Available through the Internet

Lilia Z. K. Bartoszek

Dr. Loriene Roy
October 14, 1997

The client for this Pathfinder is the Fond du Lac Education Division, Cloquet, Minnesota, part of the 4Directions Project. The 4Directions Project is a response to a challenge by the United States Department of Education and the President of the United States to find ways to improve people's lives and education by using the "information superhighway." The 4Directions goal is to help Native American students become successful in a technological society, while keeping sight of their own Native American culture.

Schools mentioned on the Fond du Lac Education Division homepage are Little Black Bear Elementary School, grades K-5, Fond du Lac Ojibwe School, grades 6-12, and Fond du Lac Community College. The audience for this pathfinder is primarily middle-school students through adults who have at least some experience using an internet browser such as Netscape.

I started by using "Native American Music" and "American Indian Music" as my keywords on search engines such as Alta Vista, Lycos, Yahoo, and WebCrawler. I also tried using keywords such as "name of tribe + music" or "Native American + flute" but these weren't as successful as the broader keywords.

I found that I needed dig in and look at as many sites as possible before I could decide what I wanted to include in my Pathfinder. There are countless sites which refer to Native American music and each site usually has links to other sites, some have dozens of links. Since there are so many links and webpages available, I found that there was a problem with redundancy--some links are very popular and are used by many people. Even though I tried to be orderly and go a few links at a time and then backtrack, I would still get lost or the same pages would keep turning up. I decided that it would be most helpful I thought of the Pathfinder as a webpage. I should find major categories, and list a good place or two to start for each category. The user of the Pathfinder could then go to an address, maybe try some of the links, and then come back to the Pathfinder for more sites to try.

I asked myself what I would like to read if I were new at internet searching and trying to find some information about Native American music. I looked for information that seemed as though it was accurate or "authentic," or historical. I also looked for sources that had many links, so that the user could branch out and find many other directions to go in. I also included a couple of sites which are idiosyncratic and give a feeling about the person who created the site, showing how they think about their culture and music.

Many of the web pages about music have audio links of various sorts, and some even have QuickTime movies. I have heard very little Native American music in my life, and I wanted to hear some. I was very disappointed, therefore, because our home computer doesn't have the equipment needed to take advantage of most of these sound clips. Even with our limited equipment, though, I was able to listen to a few of the audio samplings, and it was wonderful.

ANNOTATED BIBLIOGRAPHY

1. Amazon.com. "Welcome to Amazon.com." October 12, 1997. http://www.amazon.com/exec/obidos/subst/home/home.html/8315-3644388-028167 (October 12, 1997) People who are interested in a subject will want to find books to read, and this is the best online bookstore to go to, with a stock of 2.5 million titles. Author, title, and subject searches are available. There is also a Subject Browser and a Recommendation Center to match the customer with the book. A keyword search for Native American Music gets 34 hits, and a search for American Indian Music gets 28 hits.
2. Berryhill, Peggy. "Native Stations Map" "Native Media Resource Center." September 25, 1997. http://www.wco.com/~berryhp/stations.html (October 12, 1997) Native American radio stations feature music of and by Native performers. This site has a map of 19 radio stations in the lower 48 states and a list of Alaskan Native Stations. Each radio's call numbers, addresses and phone numbers are shown. The map also has symbols which denote whether the station is a public or a commercial radio station.
3. "Canyon Records American Indian Recordings" http://www.thememall.com/Canyon.htm (October 12, 1997) This page describes recordings by Carlos Nakai and William Eaton. It also lists recordings of Chicken Scratch music and Christmas music, along with 30-second sound recordings you can listen to.
4. "Canyon Records Catalog Index" http://www.thememall.com/canyon/catalog.htm (October 12, 1997) The catalog is extensive and the categories listed include: Apache Sounds, Flute/New Age Music, The flute of R. Carlos Nakai, Indian House Recordings, Navajo Songs & Dances, Pueblo, Hopi, & Zuni Songs & Dances, and Sioux music. The Carlos Nakai link has 30-second sound excerpts from his recordings.
5. Dashner, Mike. "GLRAIN's Listing of Drum Groups." September 11, 1997. http://glrain.cic.net/drum-grp.htm (October 12, 1997) This is the site of the Great Lakes Regional American Indian Network. It contains a listing of drum and singing groups from Canada and the United States. Included on the list are 5 World Championship singing contest winners, 9 Champion Southern Style drum groups, 21 Champion

Northern Style drum groups, plus14 other drum groups. Many of these groups have webpage links or e-mail links.

6. Gibaldi, Joseph, and Walter S. Achtert. *MLA Handbook for Writers of Research Papers*. New York: The Modern Language Association of America, 1988. This is the style manual I used for writing this paper.

7. Henkle, Douglas H. "The FolkBook Index - Native Artists." October 5, 1997 http://www.execpc.com/~henkle/fbindex/native.html (October 12, 1997) Native Americans will want to find out about contemporary Native American musicians, and this is a fantastic page to start from. It has 20 links to various music indexes and sites, plus a list and index to approximately 100 recording artists.

8. Keenlyside, David (CMC), Editor, *et al.*The Canadian Museum of Civilization . "Musical Instruments." "Stones Unturned." 1996. http://www.schoolnet.ca/collections/stones/ (October 12, 1997) "Stones Unturned" is an exhibit produced by the Canadian Museum of Civilization that shows Native musical instruments, articles of clothing, and games and toys from its collection. The "Musical Instruments" site features music and noisemakers. There are sections about bullroarers, drums, calls, and rattles. By clicking on various elements, you can learn about musicals instruments and the tribes that used them.

9. Lang, Gail. "Pow-Wow." "Native American Indian Sites." April 15, 1996. http://www.pride-net.com/native_indians/pow-wow.html (October 12, 1997) People interested in Native American music will find pow-wows to be good places to experience ethnic singing and dancing. This site contains information about what a powwow is, and has links about songs and dance, pow-wow etiquette, drums, and a calendar with dates and places pow-wows will be held. It describes Indian war dances, round dances, snake dances, and music such as "honor songs. This site also has photographs from pow-wows.

10. Library of Congress. "Willard Rhodes Collection." January 18, 1996. http://lcweb.loc.gov/spcoll/198.html (October 12, 1997) This is a site about Willard Rhodes, an ethnomusicologist who made

field recordings of North American Indian music from 1940-1952. Rhodes visited and recorded an impressive list of fifty tribes. The Willard Rhodes Collection consists of more than 270 discs and 50 tapes collected by Rhodes, some of which have been put on LP recordings by the Library of Congress..

11. Neskahi, Arlie. "Arlie's tips on buying authentic Native recordings." http://www.teleport.com/~rnbowlkr/tips.htm (October 12, 1997)

Based on his experiences as a Native American musician, educator, and online music store owner, Arlie Neskahi talks about what to look for when purchasing items that claim to be authentic Native American. He recommends that the name of the Tribe/Nation of the artist should be given, and also warns that customers should beware of cover titles that have "crystal" or "shaman" on them ("each tribe has their (sic) own terms to describe their spiritual leaders"). This site also gives a list of native-owned recording labels.

12. Neskahi, Arlie. "Native American Music Radio Programming" http://www.teleport.com/~rnbowlkr/naradio.html (October 12, 1997) For people who want to listen to Native American music, this Rainbow Walker production lists 19 radio stations as distant as New Brunswick, New Mexico, and Alaska. Besides giving each station's call letters, there is a discussion of the types of programming offered. Music seems to be an important part of the programming. There is also a short history of Native American radio programming

13. Neskahi, Arlie. "Rainbow Walker Traditional Music and Dance Information Page." http://www.teleport.com/~rnbowlkr/info.html (October 12, 1997) Arlie Neskahi first created his Native American web pages in 1994/95, which probably makes him one of the originals of the genre. This site will be of interest to people who would like to hear the thoughts of someone who has been involved in Native American music since 1974. Links on this site contain reflections on singing in relation to the death of his mother, healing and music, traditional music of flute and whistle. There is also a list of musicians who are not Native Americans but who Arlie thinks should be called "Native Inspired or Influenced Musicians."

14. Skyhawk. "Music and Dance." May 05, 1997. http://www.gbso.net/Skyhawk/music~da.htm

(October 12, 1997) A good description of what Native American music and dance consists of, this site talks about the components of this music: melodic lines, rhythms, musical accompaniments to singing, dance, and the spread of the influence of Native American music to the world.

15. Smith, Stephen. " Frances Densmore: Song Catcher." 1997.
http://news.mpr.org/features/9702_densmore/docs/index.shtml (October 12, 1997)
This exhibit produced by Minnesota Public Radio is a very interesting site about an ethnomusicologist who spent most of her life, from her mid 20s until she was 87, recording and then trying to preserve her recordings of Native American music . One part of the site is done as a magic lantern show that you can watch if your computer has QuickTime movie capabilities, and there are also audio links to listen to.

16. Smithsonian Institution. "Smithsonian Folksways Recordings." May 6, 1997.
http://www.si.edu/folkways/ (October 13, 1997) This webpage contains a searchable database of about 35,000 recordings obtainable through the Smithsonian Institution. There are online catalogs and mail order forms. In addition to recent releases that have audio samples, there are links to the Smithsonian Archives, other Smithsonian webpages, and the Folkways Web Magazine.

17. Smithsonian Institution. "Smithsonian Folkways – American Indian." May 30, 1997.
http://www.si.edu/folkways/indian.htm (October 13, 1997) This site has details five compilations of Native American music, including First Nations Women, Music of New Mexico, Navajo Songs, Plains Chippewa and Metis music. Also on this page are audio samples from each CD or cassette.

18. Smithsonian Institution. "Film and Video Center.." "The National Museum of the American Indian." 1997. http://www.si.edu/organiza/museums/amerind/pub/index.htm (Ocober 12, 1997) The web page of the National Museum of the American Indian's Film and Video Center lists movies produced about Indians of the Americas, some of which have music or musicians as an underlying theme.

19. Strom, Karen M. "Native American Related Museums on the Internet." October 3, 1997.
http://hanksville.phast.umass.edu/misc/NAmuseums.html (October 12, 1997) This site has

links to museums in the United States, Canada, the Caribbean, and Latin America. Many of these museums (for example, the Peabody Museum of Archaeology and Ethnology) should have references to Native American ceremonies and the part music and dance play in them.

20. Strom, Karen M. "Native American Music Resources on the Internet." October 9, 1997. http://hanksville.phast.umass.edu/misc/NAmusic.html (October 12, 1997) This website has a very long listing of individual musicians and bands, with links to each.
Some other headings are at this site are: "Music Sources" (13 links to record sellers and companies), "Music Organizations" (3 links),"Music Reviews and Articles," and "Musical Instruments."

21. Walker, Janice R "MLA- Style Citations of Electronic Sources." August 2, 1996. http://slis6000.slis.uwo.ca/~tgale/bibs/walker.htm (October 12, 1997) This is the style sheet I used for internet citations.

NATIVE AMERICAN MUSIC: INFORMATION AVAILABLE THROUGH THE INTERNET

A Pathfinder prepared by Lilia Z. K. Bartoszek

Native American sites abound on the Internet, and many of them refer to Native American music. These sites usually contain links to other sites. Indeed, some of them have dozens of links, and you can find yourself spending hours looking through them. Often, they will have links you can click on to hear samples of music (if your computer has the right equipment) or e-mail links so you can contact people.

This Pathfinder will answer some questions about how to start looking for information about Native American Music on the Internet. It will also give you categories of music information you can find and some addresses to use as starting points.

How do I start looking for information about Native American Music on the Internet?
You can use any search engine, such as AltaVista, Lycos, Yahoo, WebCrawler. There are differences between them, but they will all work well. If you want to compare different ones, a good website to use is **PC(USA) Search Page at http:wwwpcusa80.pcusa.org/pcnet/**
The first page has a chart with the names of 79 different search engines. When you click on one of these names you will be connected with that site.

Which keywords work best?
This is a case where the most obvious keywords work best: "Native American music" and "American Indian music." If you try terms like "tribal music" or "Native American flute music" you will get some results, but not many. If you narrow your search even further and use a tribal name + music, you may not get any results.

WHERE CAN I FIND:

A DESCRIPTION OF NATIVE AMERICAN MUSIC

Skyhawk. "Music and Dance." May 05, 1997. http://www.gbso.net/Skyhawk/music~da.htm

SITES ABOUT NATIVE AMERICAN MUSIC

Henkle, Douglas H. "The FolkBook Index - Native Artists." October 5, 1997.
http://www.execpc.com/~henkle/fbindex/native.html

Neskahi, Arlie. "Rainbow Walker Traditional Music and Dance Information Page."
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Amazon.com. "Welcome to Amazon.com." October 12, 1997.
http://www.amazon.com/exec/obidos/subst/home/home.html/8315-3644388-028167

DRUM GROUPS

Dashner, Mike. "GLRAIN's Listing of Drum Groups." September 11, 1997.
http://glrain.cic.net/drum-grp.htm

SWEETGRASS
A Pathfinder
LIS 382L.13
Patricia Ingram
13 October 1997

Sweetgrass
Introduction

Sweetgrass (*Hierochloe odorata*), also known as vanilla grass or holy grass, is a fragrant perennial grass growing in wet lowlands and along streams in the Northeastern United States, South Dakota, New Mexico, California and Canada. The grass is considered sacred by Native American peoples who use it as a purifying smudge in ceremonial ritual and its smoke as a pathway for prayers. It has been used in Native medicine and as personal adornment. Certain tribes use it for coiled basketry either as a main material or as decoration. These sweetgrass baskets were special and were given as gifts. Understandingthe significance of sweetgrass in Native American culture requires some understanding of its philosophy and religion, particularly as it pertains to the relationship of the natural world to the spiritual world. This relationship can be glimpsed through the words, lives and artwork of Native American elders and artists, particularly basketweavers.

Since my pathfinder was for a small Native American school, I assumed that online resources would be much more available than print resources. This assumption was supported by the wealth of information related to Native Americans which I was discovering on the Internet. I therefore decided to limit my pathfinder to Internet sources even though I had little experience of using the Internet.

I began my search using sweetgrass as a keyword and the search engine HotBot. This search resulted in over a thousand matches and since I knew of no way to refine my search, I began to sift through those sources. Fairly quickly I began to be able to reject repetitive unfruitful matches. While this method was yielding a slow, but steady supply of isolated resources, I also began to mine the more extensive sites beginning with Lisa Mitten's Home Page as suggested by Dr. Roy. I'm afraid I spent quite a lot of time wandering from link to link, but gradually I was forming ideas about what a teacher of an

Indian school might want for her students. I was also beginning to be able to evaluate sources, finding out where links came from and separating, for instance, educational sources from commercial ones. Early in my search I thought maybe sources for sweetgrass smudges and braids might be desirable, but as I read the words of members of the tribes I began to see that the general cultural significance would be much more important to such a teacher. I began to see basketmaking as almost a metaphor for the relationship of these peoples to the natural world and studying sweetgrass as an avenue to understanding their philosophy and religion and my choices of sources reflected this change in my perspective. Late in my search I stumbled on a link to the Lycos search engine which worked much better for me than HotBot.

Patricia Ingram

Sweetgrass
Bibliography

Note: Subheadings in bold indicate particularly good resources. Successive links are indicated by indentions.

1. **AboriginalNet.** 22 June 1997. Online. Internet. 13 Oct. 1997. URL: <http://www.aboriginalnet.com/tourism/html/cultural_experience.html> Description of ceremonial use of sweetgrass. Information researched and provided by Native Counselling Services of Alberta.
    - Sweetgrass
    - Ancient Pipe Ceremony

2. **Bookstore Information: Amazon.com.** Online. Internet. 9 Oct. 1997. URL: <http://indy4.fdl.cc.mn.us/~isk/books/amazonlinks/bookstore.html> An online bookstore with information on current books and a large section on Native American topics including:
    - **Ethnobotany. Native Plant Knowledge.** Books on the cultural significance of plants to Native cultures with specific botanical information. This section includes:
        - **Native plant/medical database**. Casual references to medicinal use of sweetgrass listed by tribe.
    - **Current listings of relevant books include:**
        - Keepers of Life: Discovering Plants Through Native American Stories and Earth Activities for Children by Michael J. Caduto and Joseph Bruchac. Fulcrum Pub. Aug. 1997.
        - Pomo Basketmaking: A Supreme Art for the Weaver by Elsie Allen.
        - Indian Uses of Native Plants by Edith Van Allen Murphy. Meyerbooks. 1996.
        - Song of the Seven Herbs by Walking Night Bear, et al. Book Pub Co. 1987. A collection of original stories for children and adults, based on North American Indian lore tell how the Creator gave us seven common herbs. Spiritual allegories are used to teach us to be caretakers of Mother Earth.

3. **Dremann, Craig and Dremann, Sue. Sweetgrass (Hierochloe odorata) growing and ordering information.** 1992. Online. Internet. 12 Oct. 1997. URL: <http://www.batnet.com/rwc-seed/sweetgrass.html> Good information on recognizing and cultivating sweetgrass. Grass plugs for sale. Address and phone number given.

4. **Espinosa, Roger. March 8, Brown Sister.** 25 Sept. 1994. Online. Internet. 12 Oct. 1997l URL: .<http://ics.soe.umich.edu/JourneyNorth/Bites/March8.html> A short poem using image of sweetgrass by Emma Larocque, Winnipeg, July 1990. This page is a link from The Journey North, an experiment in electronic experiential education of U of Mich. A good single item to use for enrichment of classroom environment.

5. **Giese, Paula. Basketry (Main Menu): Native American Art.** 8 Nov. 1996. Online. Internet. 12 Oct. 1997. URL: <http://indy4.fdl.cc.mn.us/~isk/art/basket/baskmenu.html> This is an especially good listing of basketry links including:
    - **Native Philosophy and Environment**. This wonderful section is good for exploring the idea that basketmaking as an artistic discipline is inseparable from the traditions, customs, and religion of the various tribes that developed and practiced it.
    - **Honoring Elsie Allen (1898-1990), Pomo elder, basketmaker, teacher.** The histories

of individual basketmakers are very inspiring and their teachings are direct sources for better understanding the cultural significance of natural materials such as sweetgrass. She describes basketmaking as a spiritual path, "I feel I have made connections with something very ancient within myself and from my people."

- **Gallery of Baskets for Utility** has one picture of a traditional sweetgrass basket and a nice description of sweetgrass basket technique.
- **Bibliography**
- **Links** include:
    - **Native Tech basketry.**
    - **Hudson Museum**.
    - **Vermont Museum Abenaki basketry.**
    - **Migrations Gallery Basket Page** has one good picture of a beautiful contemporary sweetgrass basket for sale.

6. Giese, Paula. **Native American Indian Plentystuff.** 11 June 1997. Online. Internet. 11 Oct. 1997. URL: <http://indy4.fdl.cc.mn.us/~isk/mainmenu.html> This is an extensive and well-organized site with well-annotated listings. E-mail address is given.

- **Aadizookaanag Idash Dibaajimowinan: Stories Menu.** True stories, traditional myths and legends and picture stories. Sources for general cultural information. Possible source for sweetgrass myths and legends.
- Baskets. See above, source 5.

7. Gilbaldi, Joseph. **MLA Handbook for Writers of Research Papers.** 4th ed. New York: The Modern Language Association of America, 1995.

8. Indian Art and Craft of North America: Prince Edward Island. Online. Internet. 12 Oct. 1997. URL: <http://www.peisland.com/micmac/crafts.htm> E-mail address and telephone number given.

- Sweetgrass/ash splint basket. One picture of traditional Micmac basket, artist unknown.

9. Mitten, Lisa. **Native American Home Pages.** 3 Oct. 1997. Online. Internet. 7 Oct. 1997. URL: <http://www.pitt.edu/~lmitten/indians.html> Lisa Mitten is a social sciences bibliographer at the Hillman Library, University of Pittsburgh. This site has won numerous awards including: Native American Who's Hot Award, The Dreamcatcher Award, and Alive! Excellence in Education.

- Native American Home Pages General
    - **American Indian Ethnobotany Database.** Searchable by keyword. Sweetgrass brings 10 matches describing medical use.
    - . Native American Culture. Has bulletin board and chat room. Perhaps a good place to ask questions about the significance of sweetgrass in the Native culture. The database at this link produced no matches using sweetgrass as a keyword.

10. Native American Baskets of Brown Ash and Sweetgrass. 30 Mar. 97. Online. Internet. URL: <http://home.topchoice.com/~pathway/lpathway/> Good pictures of beautiful Penobscot Fancy Baskets for sale. Artist bio. Artist's address, phone number and e-mail address given.

11. Native American Featherwork: Single Wrapped Feathers.1996. Online. Internet. 12 Oct. 1997. URL: <http://www.lib.uconn.edu/NativeTech/feather/wrap/fethwrap.html> One of NativeTech's 300 pages. Good general description of cultural significance of feathers including

mention of use of sweetgrass and feathers in purification ritual. A good item to help build understanding of relationship between natural and spiritual worlds in Native philosophy and religion.

12. Our Elders: Interviews with Saskatchewan Elders. June 1997. Online. Internet. 12 Oct. 1997. URL: <http://www.lights.com/sicc/tofc.html> A database, searchable by keyword or subject, of interviews with Saskatchewan elders. A project of the Saskatchewan Indian Cultural Centre. An excellent site for original source material on Native American culture. Address, phone and fax numbers and e-mail address are given. **A keyword search for sweetgrass produced twelve matches.**

13. Penobscot Primer Project. Online. Internet. 11 Oct. 1997.
URL: <http://www.ume.maine.edu/~hudsonm/Penobscot.html> The Penobscot Primer Project is a computerized Native American language resource created by the Hudson Museum of Anthropology. The primer uses the words and descriptions of the late Madeline Shay, the last Penobscot native speaker. This is a good original source for knowledge about the Penobscot culture. Ms. Shay was a maker of brown ash and sweetgrass baskets and this page mentions an exhibit of these baskets at the Hudson Museum. This site is a link from the Exhibits at the Hudson Museum page which was last updated 22 Sept. 1997. E-mail addresses are given for both pages.

14. Prindle, Tara. Native Tech . 27 Sept. 1997. Online. Internet. 12 Oct. 1997.
URL: <http://www.lib.uconn.edu/NativeTech/> Over 300 pages of information searchable by keyword. "Dedicated to disconnecting the term 'primitive' from perceptions of Native American technology and art". E-mail address is given. Helpful interior links include:

- Plants & Trees
  - Indigeneous Plants
    - **Bibliography of References for Native American Uses of Indigeneous Plants**
  - Birchbark
    - Canoes
      - **Making a Miniature Birch Paper Canoe edged with Sweetgrass**. A craft project for children. URL: <http://www.lib.uconn.edu/NativeTech/brchbark/cansweet.htm>
- Weaving & Cordage
  - Basketry
    - **Coil Basketry.** Good description of coil basketry. One picture of a sweetgrass basket. Basketry bibliography.
  - **Cordage from Plant and Animal Materials**. No mention of sweetgrass, but a good essay on making cordage which was the technique often used in sweetgrass baskets.
- **Message Board.** Online Discussion about Native American Technology and Art. This might be a good place to ask questions about sweetgrass baskets.
- **Source list for craft supplies**.
- **Search NativeTech for keywords**

15. Prindle, Tara. NativeTech: Native American Porcupine Quill Enbroidery. 1996. Online. Internet. 12 Oct. 1997. URL: <http://spirit.lib.uconn.edu/NativeTech/quill/quill.html> Brief history of quill embroidery. Mentions rise in popularity of birch and sweetgrass basketry. Source for understanding role of basketmaking in Native culture. One of NativeTech's 300 pages. E-mail address given.

16. Saint-Marie, Buffy. **Starwalker.** Online. Internet. 10. Oct. 1997.
URL: <http://hookomo.aloha.net/~bsm/starlyr.htm> Words to the inspirational song by Buffy Saint-Marie includes reference to burning sweetgrass. A good single item to use for enrichment of the classroom environment.

17. Selene Communications and Sheridan, Jenn. **Visual Arts: First Nations.** 1995. Online. Internet. 12 Oct. 1997. URL: <http://www.niagara.com/~artists/Visual/first.html> Site belonging to Niagara Artists' Company, an artists' co-operative in the Niagara Peninsula, Canada. Pictures of modern artwork using sweetgrass. Artist's bio and statement. Good source for cultural significance of sweetgrass. E-mail address given.

- **Rebecca Baird.**

18. Smith, Sara. **Mother Earth, heritage hurt by development of sacred lands.** 1995. Online. Internet. 12 Oct. 1997. URL: <http://www.spub.ksu.edu/ISSUES/v099B/SP/n129/cam-Mann-Smith.html> This document belongs to Student Publications Inc., Kansas State University. It is the text of a speech in Union Little Theatre by Henrietta Mann, professor in Indian studies at Haskell Indian Nations University. A plea for stewardship of the earth refers to sweetgrass as being, according to Cheyenne legend, one of the four substances of which the earth was made and the source of all vegetation. This idea could be further researched using Native creation myths either in general or by tribe or region using any search engine.

19. Smith, Shelley M. **Reminiscences: Poems and Stories by Shelly Smith.** 1996. Online. Internet. 12 Oct. 1997. URL: <http://www.lib.uconn.edu/NativeTech/shelley/reminis.html> Poem in the form of a reminiscence beginning with a memory of sweetgrass. Shelley Smith is an anthropologh student at U of Conn. This page is one of NativeTech's 300 pages. E-mail address given. A good single item to use for enrichment of classroom environment.

20. Strom, Karen. **Hanksville Index of American Indian Resources on the Internet.** 6 Oct. 1997. Online. Internet. 12 Oct. 1997.
URL: <http://hanksville.phast.umass.edu/misc/NAresources.html> An extensive and well organized site. Top Ten Award from World Wide Web Associates. NetGuide Gold Site. Magellan 4 Stars. E-mail address given.

- Culture
    - **American Indian Ethnobotany** by Daniel E. Moermán, U of Michigan-Dearborn. Includes a online database searchable by keyword. Sweetgrass produces 10 matches describing medicinal usage.
    - Indigeneous Knowledge
        - **Indigenous Use of Herbs.** Tim Johnson. A personal listing of herbs used by different tribes.
- Video. Native American Video Resources on the Internet. Possible source. Not searched.

21. **Sweetgrass.** 26 Sept. 1996. Online. Internet. 12 Oct.1997.
URL: <http://www.execpc.com/~garrett/> Two page personal website advertising sweetgrass products as well as briefly discussing sweetgrass and its Native uses. Includes a nice **color picture of sweetgrass.** An e-mail address is given.

22. Tafalski, Mark. Basketpatterns.com. 25 May 1997. Online. Internet. 12 Oct. 1997. URL: <http://www.basketpatterns.com/index.html> A commercial site selling modern baskets, basketry patterns by modern basketmakers, books, tools and supplies. Includes many names of contemporary basketmakers and pictures of modern sweetgrass baskets.

23. Tree and Tradition: Brown Ash and Main Native American Basketmakers. Online. Internet. 12 Oct. 1997. URL: <http://www.ume.maine.edu/~hudsonm/TemporaryExhibit.html> A traveling exhibit at the Hudson Museum of Anthropology, at the Nylander Museum, Caribou, Maine, May 26, 1997 to December 7, 1997. Short history of basketmaking by four tribes in Main: Penobscot, Passamaquoddy, Maliseet and Micmac. Several traditional basketmakers are cited. E-mail address is given. Source for understanding role of basketmaking in Native culture.

24. Western Wetland Flora. Online. Internet. 8 Oct. 1997. URL: <http://www.npsc.nbs.gov/resource/othrdata/westflor/species/2/hierodor.htm> This site is one item in an online database maintained by the Northern Prarie Wildlife Research Center, Jamestown, North Dakota. Beautiful color picture and black and white drawing of sweetgrass Map of US showing where sweetgrass grows. Structural botanical description of sweetgrass or "holy grass".

25. NativeNet: mailing lists. Online. Internet. 8 Oct. 1997. URL: <http://www.fdl.cc.mn.us/natnet/mlist.html> A resource of Fond du Lac Tribal and Community College, Cloquet, Minnesota. NativeNet provides a set of electronic mailing lists and archives. Native-L is one of those lists and its archive is searchable by author, subject and thread. Five authors who have written on sweetgrass are:

- Louis Annance
- Mary Ritchie
- Lyn Dearborn
- Tristine Lee Smart
- Capucine Plourde

SWEETGRASS

A Pathfinder for information on the Internet

Sweetgrass (*Hierochloe odorata*) is a perennial grass growing in wet meadows, marshes or along streams. It is found in the Northeastern United States, South Dakota, New Mexico, California and Canada. It has a sweet, vanilla-like fragrance and is considered sacred by Native American peoples who use it in ceremonial ritual, Native medicine and decorative arts, particularly basketmaking. This pathfinder is a guide to locating information about sweetgrass on the Internet for teachers of students from kindergarten through 12th grade and could be used by the older students as well. It was prepared for Indian Island School, Old Town, Maine.

How can I identify sweetgrass in the wild? Can it be cultivated?

Western Wetland Flora.
<http://www.npsc.nbs.gov/resource/othrdata/westflor/species/2/hierodor.htm>
Dremann, Craig and Dremann, Sue. **Sweetgrass (Hierochloe odorata) growing and ordering information.** <http://www.batnet.com/rwc-seed/sweetgrass.html>

Where can I find a picture of sweetgrass on the web?

Sweetgrass. <http://www.execpc.com/~garrett/>

Where can I find information on the medicinal use of sweetgrass?

Bookstore Information: Amazon.com.
<http://indy4.fdl.cc.mn.us/~isk/books/amazonlinks/bookstore.html> In the Ethnobotany section click on Native plant/medical database.
Mitten, Lisa. **Native American Home Pages.**
<http://www.pitt.edu/~lmitten/indians.html> Under Native American Home Pages General click on American Indian Ethnobotany Database and search using sweetgrass as keyword.

Can I find pictures of sweetgrass baskets on the web?

Indian Art and Craft of North America: Prince Edward Island.
<http://www.peisland.com/micmac/crafts.htm>
Native American Baskets of Brown Ash and Sweetgrass.
<http://home.topchoice.com/~pathway/lpathway/>
Tafalski, Mark. **Basketpatterns.com.**
<http://www.basketpatterns.com/index.html>

What cultural meaning does basketry carry in traditional Native American life?

Giese, Paula. **Basketry (Main Menu): Native American Art.**
<http://indy4.fdl.cc.mn.us/~isk/art/basket/baskmenu.html> Click on Native Philosophy and

Environment, also on Honoring Elsie Allen.
Penobscot Primer Project.
<http://www.ume.maine.edu/~hudsonm/Penobscot.html>
Prindle, Tara. NativeTech: Native American Porcupine Quill Enbroidery.
<http://spirit.lib.uconn.edu/NativeTech/quill/quill.html>
Selene Communications and Sheridan, Jenn. Visual Arts: First Nations.
<http://www.niagara.com/~artists/Visual/first.html>
Tree and Tradition: Brown Ash and Main Native American Basketmakers
<http://www.ume.maine.edu/~hudsonm/TemporaryExhibit.html>

Are there any recent books which would help my students understand the spiritual significance of the natural world in Native culture?

Bookstore Information: Amazon.com.
<http://indy4.fdl.cc.mn.us/~isk/books/amazonlinks/bookstore.html>

I would like to use native poetry or writings referring to the use of sweetgrass to enrich the classroom environment. Where could I find examples on the web?

Espinosa, Roger. March 8. Brown Sister.
<http://ics.soe.umich.edu/JourneyNorth/Bites/March8.html>
Our Elders: Interviews with Saskatchewan Elders.
<http://www.lights.com/sicc/tofc.html>
Saint-Marie, Buffy. Starwalker
<http://hookomo.aloha.net/~bsm/starlyr.htm>
Smith, Shelley M. Reminiscences: Poems and Stories by Shelly Smith.
<http://www.lib.uconn.edu/NativeTech/shelley/reminis.html>

I would like to correspond with other interested parties about various aspects of sweetgrass. How could I do this?

NativeNet: mailing lists.
<http://www.fdl.cc.mn.us/natnet/mlist.html> Signing up for one of these lists would put you in contact with possible sources. Begin with the archives listings of authors who have written on sweetgrass.

Information on the Internet is constantly being updated and added to. For more information do a keyword search using a web search engine. Lycos is a particularly good one. Possible confusions resulting from a keyword search are:

- References to a different sweetgrass, (Muhlenbergia filipes), which is also used in basketmaking and grows in coastal dunes extending from North Carolina to Texas.
- Alberta Sweetgrass an Aboriginal Newspaper.
- Sweetgrass, Montana

If you need help, ask a librarian.

GOOD LUCK ON YOUR PATH!
Patricia Ingram e-mail to p.ingram@mail.utexas.edu

PATHFINDER

"Alternatives to Drinking for Native American Youth"

prepared
by

Wade E. Osburn

LIS 382L.3

October 8, 1997

PATHFINDER PREFACE

The topic "Alternatives to Drinking for Native American Youth" is an important one for not only Native American youth, but for all adolescents. It is not uncommon for a young person to begin drinking due to societal pressures. Still, drinking is just one of many ways to deal with stress. Perhaps boredom and inactivity lead some to experiment with alcohol. As with stress, turning to alcohol is but one of a number of ways to respond to idleness and boredom.

This project has been created for Native American elementary and secondary students of schools participating in the federally funded Four Directions Project, specifically the Fond du Lac Education Division. With this group in mind, the underlying assumption of the project is that Native American youth who have turned to alcohol to "pass the time" or deal with stress will choose a more responsible, healthy way to live if the alternatives are presented to them. A related topic to this is the reason why young people abuse alcohol. Once the reasons are evident to the young drinker, their next step may be to seek professional help. The step after that will involve altering their lifestyle.

There are many Native American youth who do not presently struggle with the temptation to drink. This particular pathfinder is not specifically created with them in mind. Of course they could still benefit from the concluding section of the pathfinder (What to do instead of drink?). For the adolescent abuser of alcohol this pathfinder serves three purposes: to convince him or her that drinking is harmful, that alcohol abuse can be overcome, and that there are alternatives to a lifestyle of drinking.

The sources listed in the pathfinder were located using several competent search engines to scan the World Wide Web for sites that fit my topic:

'alternatives to drinking', 'alcohol abuse', 'teenage drinking', etc. Once the lists of sites was compiled, each site was examined to determine its value to adolescents.

The scope of the pathfinder is not limited to Native American youth. The information listed would be helpful to both Native American and non-Native American young people. The information included in the pathfinder is limited to the internet in order that students in the Fond du Lac educational system might access them with the electronic resources available to them. The research done for this project revealed no websites containing information on alternatives to drinking for Native Americans specifically.

It must also be noted that the pathfinder resources are not limited to alcohol abuse and alternatives. The scope was expanded to include drugs in general, understanding that alcohol is a drug. The reason for this is two-fold: there are not many resources which deal solely with alcohol (to the exclusion of other drugs) and the alternatives to drug use in general is the same for alcohol.

Very few of the resources included in the pathfinder are meant for adolescents alone. The vast majority of internet sites which deal with this topic were created for parents, teachers, counselors, or law enforcement officers. For this project, resources were listed that would "speak" directly to young people struggling with alcohol. Finally, although there are several alternatives to drinking: study, community involvement, extra-curricular activities, fitness, and work of some kind, there were only a couple of sites found which dealt with one or two of these possible alternatives. Consequently, the user of this pathfinder will be made aware of the alternatives, but other sources will be needed to supplement the introduction to them.

Bibliography

Adolescent Substance Abuse and Recovery Resources. (accessed 06 October 1997); available from http://www.winternet.com/~webpage/adolrecovery.html; Internet.

This site contains information helpful to the adolescent who is abusing drugs or alcohol and does not know where to go for help. Listed on this site are numerous links exploring topics, such as myths about alcohol and sobriety and recovery resources. Also found here is a link to teen advice counselors who can provide long-distance help for the adolescent.

Alta Vista. (accessed 06 October 1997); available from http://altavista.digital.com; Internet.

Functioning as an online search engine, this site scans the World Wide Web using key words. With this search engine one can look for exact phrases used in internet websites.

Ask the Question...And Shelly Answers. (accessed 06 October 1997); available from http://www.e-ols.com/daybyday/ask.htm; Internet.

Shelly does not claim to be a counselor. She is a fellow struggler. A recovering alcoholic, Shelly will take questions via e-mail from those seeking to break free from alcohol or drug dependence. A specified topic that Shelly is willing to explore with people is "young people and addiction recovery."

BOLD (Building Our Lives Drug-free) of Nashua, NH. (accessed 06 October 1997); available from http://chopin.fxbbs.com/bold/; Internet.

BOLD is a youth initiated (7th through 12th graders), youth focused organization of those wanting to live their lives drug-free. Its purpose is to "seek ways to provide positive alternatives to drinking and drugging." The site provides information about the organization and gives a contact email address.

Brown, Joan M. Just Say No: An Alcohol Awareness Website for Grades 6-12 (accessed 06 October 1997); available from http:www-personal.umd.umich.edu/~jobrown/justsayno.html; Internet.

This site is an informative site, dealing specifically with the issue of adolescents and drug use. The content includes facts about teenage drinking in

America. It provides links to alcohol awareness sites. It also explores the myths about drinking and its effect on one's health.

Burkdoll, Amy. (online article, untitled, 1996, accessed 06 October 1997); available from http://alligator.org/edit/issues/96-fall/961014/b09drunk.htm; Internet.

This is a brief article written by a college student at the University of Florida. Burkdoll gives information on alcohol prevention programs at the University, including several alternatives to drinking for the student (i.e. sports, movies, bowling).

Excite. (accessed 06 October 1997); available from http://www.excite.com/; Internet.

Excite functions as an internet search engine, using key words to locate information on the World Wide Web about innumerable subjects.

Fitness Link: All the News That's Fit. (accessed 06 October 1997); available from http://www.fitnesslink.com/; Internet.

The content of this website includes a variety of links for the person interested in beginning a fitness program or interested in healthy living. The links found here, of interest to young people, include sites on nutrition, fitness programs, exercise, and lifestyle changes.

Helping Friends. (accessed 06 October 1997); available from http://www.albany.edu/counseling_center/friendal.html; Internet.

This is a brief article with information about how one can help a friend who drinks too much. The content is geared to anyone at any age. The suggestions in the article would be helpful to the adolescent with a friend who abuses alcohol. The steps listed in the article are simple and straight-forward.

High School and Alcohol. (accessed 06 October 1997); available from http://www.lcb.state.pa.us/EDU/highscho.htm; Internet.

This is an extensive article for high school students who are experimenting with alcohol or considering it. The article's content covers alcohol's physical effects, drinking and driving, and fitting in without alcohol.

HobbyWorld Home Page. (accessed 06 October 1997); available from http://www.hobbyworld.com; Internet.

Giving one's time to a hobby is one alternative to drinking. This site includes a list of links to informative sites about numerous hobbies. Among the

Hotbot. (accessed 06 October 1997); available from http://www.hotbot.com/; Internet.

Hotbot is an internet search engine which uses keywords to locate websites on the World Wide Web that contain information about innumerable topics.

Infoseek. (accessed 06 October 1997); available from http://www.infoseek.com /Home; Internet.

Infoseek is an internet search engine which uses keywords to locate websites on the World Wide Web that contain information about innumerable topics.

The Internet's Fitness Resource. (accessed 06 October 1997); available from http://rampages.onramp.net/~chaz/; Internet.

This website contains information for the person who is interested in learning more about the basics of wellness, fitness, and nutrition. It includes information about "kids and fitness" which would be helpful to the adolescent seeking to learn more. Sports specific sites can also be accessed through this page, including sports such as aerobics, cycling, climbing, running/jogging, tennis, and weight lifting.

Lifestyle: Youth Fitness Program Design. (accessed 06 October 1997); available from http://www.afaa.com/your_body/lifestyle4.html; Internet.

This site contains exercise prescriptions for a variety of age groups from age 2 to 18. The information is helpful for the one wanting to begin an exercise program and does not know how to start. A section on "injury prevention" is also included.

Lycos. (accessed 06 October 1997); available from http://lycos.cs.cmu.edu/; Internet.

Lycos is an internet search engine which uses keywords to locate websites on the World Wide Web containing information on a variety of subjects. Through this site one can locate exact phrases existing in the content of a website.

MMMarvelous Mocktails. (accessed 06 October 1997); available from http://www.ualberta.ca/~jhancock/mocktail.html; Internet.

This site contains over twenty five recipes for non-alcoholic beverages. These alcoholic alternatives include punches, "great pretenders", old fashioned drinks, and "festive favorites."

Morris, Joe W. Self Scoring Alcohol Check-up. (accessed 06 October 1997); available from http://www.cts.com/crash/habtsmrt/chkup.html; Internet.

This is a quick "self-scoring" quiz that can help someone determine whether or not they have a drinking problem. Several aspects of one's drinking habits are explored through this quiz, such as the amount a person drinks, in what situations does one drink, and other patterns of drinking. Once the quiz is completed, it is emailed to the site's supervisor and the results are emailed back.

6205's DARE to Know Quiz (Quiz #1). (accessed 06 October 1997); available from http://www.dareing.com/dare/darequiz.html; Internet.

This quiz consists of ten questions, geared to the adolescent, which deal with drug abuse. The purpose of the site is to explore the causes of drug abuse and increase the quiz taker's knowledge of drug use. The answers to the quiz are emailed to the facilitator and the results are emailed back to the participant.

6205's DARE to Know Quiz (Quiz #2). (accessed 06 October 1997); available from http://www.dareing.com/dare/darequiz2.html; Internet.

The quiz is a follow-up to the DARE to Know Quiz #1. This quiz consists of ten questions, geared to the adolescent, which deal with drug abuse. The purpose of the site is to explore the causes of drug abuse and increase the quiz taker's knowledge of drug use. The answers to the quiz are emailed to the facilitator and the results are emailed back to the participant.

Sobriety and Recovery Resources. (accessed 06 October 1997); available from http://www.winternet.com/~terrym/sobriety.html; Internet.

This website contains "quick links" to a variety of sites which deal with alchol abuse and recovery from it. Among the specific topics included are personal stories by recovering alcoholics, adolescents and substance abuse; and miscellaneous recovery links and articles.

Webcrawler. (accessed 06 October 1997); available from http://webcrawler.com; Internet.

Webcrawler is an internet search engine which uses keywords to locate websites on the World Wide Web which deal with a variety of subjects. Exact phrases can be located on the Web using Webcrawler.

Yahoo. (accessed 06 October 1997); available from http://www.yahoo.com/search.html; Internet.

Yahoo is an internet search engine that uses keywords to locate websites on the World Wide Web that deal with a variety of subjects.

***this bibliography was formatted using the guidelines found in Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed. Chicago: University of Chicago Press, 1996.**

Alternatives to Drinking:

A Pathfinder

As a Native American young person, alcohol may or may not be a part of your day-to-day life. For those of you who are involved with alcohol and are looking for alternatives to a life of drinking, this list of resources is for you. This pathfinder consists of a variety of internet websites that deal with the dangers of drinking and the things that a young person, like yourself, can do instead of using alcohol. What you learn may surprise you.

***How can you find out more about drinking and its causes?**

6205's DARE to know Quiz (#1 and #2)
http://www.dareing.com/dare/darequiz.html
http://www.dereing.com/dare/darequiz2.html

-These are fun and educational quizzes...ten questions each that can help you explore the causes of drug abuse (Yes...alcohol is a drug). All you do is answer the questions and you will be sent your results.

Self Scoring Alcohol Check-up
http://www.cts.com/crash/habtsmrt/chkup.html

-When, Where, and How much do you drink? Have you thought about it lately?

***What do you need to do to say "No." to alcohol?**

Just Say No - An Alcohol Awareness Website (for grades 6-12)
http://www.personal.umd.umich.edu/~jobrown/justsayno.html

-Why do young people drink? What can be done to prevent alcohol abuse? These are two of the questions that this site tries to answer by providing a list of links to related sites that include subjects such as alcohol and one's health, sobriety (staying sober), and legal issues of teenage drinking.

Adolescent Substance Abuse and Recovery Resources
http://www.winternet.com/~webpage/adolrecovery.html

-If you have a problem with alcohol abuse, you will find the information on this page helpful. This site contains links to other sites dealing with recovery and support.

Ask the Question...And Shelly Answers
http://www.erols.com/daybyday/ask.htm
-If you would like to ask someone a question about drinking, the answer is just an e-mail away.

*Are you wondering what to do instead of drink?

Lifestyle: Youth Fitness Program Design
http://www.afaa.com/your_body/lifestyle4.html
-Get fit! That is the message that this site will provide you...along with advice about getting started.

HobbyWorld Home Page
http://www.hobbyworld.com
-Pick a hobby...any hobby. From aerobics to woodworking you can get started doing something useful and fun that does not involve alcohol.

MMMarvelous Mocktails
http://www.ualberta.ca/~jhancock/mocktail.html
-If you would like to try some tasty drinks (alcohol not included), take a look at these recipes for over 20 unique non-alcoholic beverages.

The Internet's Fitness Resource
http://rampages.onramp.net/~chaz/
-Instead of getting drunk...get in shape. Don't know how? Check out this site for some advice.

As you can see, drinking is not the only way to have fun. By having fun in other ways (playing sports, reading, getting a hobby) you can stay healthier, happier, and safer.

*prepared by Wade E. Osburn

HEAVY DRINKING: UNDERSTANDING ALCOHOL ABUSE THROUGH LITERATURE

A Pathfinder Designed by Rex Pyle

As young people make their way through high school, they are faced with a barrage of new experiences, new temptations, and new problems. One of these new pressures is the temptation to try alcohol at parties or other such social gatherings. While this may also be experienced at younger ages, it is in high school where the pressure to drink becomes severe. In addition to this peer pressure, young people may have to cope with heavy drinking in the home, whether it be an alcoholic mother, father, sibling, or other relative. While there are many ways to learn about the problems associated with alcohol abuse, one of the most effective and available is through literature. This technique, known as bibliotherapy, allows students to read stories about characters that they can identify with, and thus learn about problems such as alcohol abuse in a safe and private environment.

This pathfinder was developed for use by high school teachers in the Fond du Lac Education Division in Cloquet, Minnesota. It is intended to serve as a reader's advisory guide for teachers to use with their students who may be faced with the problem of alcohol abuse. I attempted to select a variety of sources (alcoholic mother/father, alcoholic teen, male/female main character, etc.), and I also included several nonfiction books geared to young adults about alcohol abuse. While the nature of my topic limited my primary focus to print sources, I did include two internet sites about bibliotherapy, which I thought would be of interest to the teachers at the school. Some questions that I tried to answer with my pathfinder were, "What is bibliotherapy?", "What are some nonfiction books about alcohol abuse which are suitable for high school students?", "Are there some books in which a teenager must face an alcoholic parent?", and "What are some books in which the main character is a teenager with a drinking problem?"

I began my search for sources at the central branch of Austin Public Library. There, I consulted Subject Guide to Children's Books in Print. Next, I asked my wife, an elementary school librarian, for advice on where to look. She recommended an essential source, The Bookfinder, which I located at the Perry-Castaneda Library at the University of Texas at Austin. The Bookfinder led me to many good books on the subject of alcoholism, both at the University of Texas and at Austin Public Library. Finally, I searched AltaVista and Yahoo for internet sites devoted to bibliotherapy, using the search terms "bibliotherapy" and "alcohol abuse" or "alcoholism." This search yielded a number of hits, but only two sites that I felt were general enough yet informative enough to be of great use to teachers.

Again, I hope that this pathfinder helps teachers recommend books that will help students to cope with the problems associated with heavy drinking.

ANNOTATED BIBLIOGRAPHY

In citing my sources, I have chosen to use the format provided by

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: MLA, 1995.

Internet Sources

1. Aiex, Nola Kortner. "What is Bibliotherapy?" Online. Internet. http://inet.ed.gov/databases/ERIC_Digests/ed357333.html. October 13, 1997.

This internet site provides the answers to questions such as "What is bibliotherapy?", "Does it work?", "When should it be used?", and "How should it be used?" This clearly written electronic document is on of the ERIC digests, which lends to it a certain amount of authority. I also has a useful listing of print sources on bibliotherapy.

2. Myracle, Lauren. "Molding the Minds of the Young: The History of Bibliotherapy as Applied to Children and Adolescents." Online. Internet. http://vega.lib.vt.edu/ejournals/ALAN/winter95/Myracle.html. October 13, 1995.

This internet site, written by a graduate student of library and information science, provides an excellent summary of the history of bibliotherapy form the 1920's to the present. The article traces the transition bibliotherapeutic works form didacticism to sentimentality and finally to realism. This site also provides links to many other related sites.

Bibliographies

3. Dreyer, Sharon Spredemann. The Bookfinder: A Guide to Children's Literature About the Needs and Problems of Youth Aged 2 and Up. Circle Pines: American Guidance Service, 1989.

This essential reference work provides lengthy plot summaries and evaluations of hundreds of books that are written for children and address problems encountered by children. Access is provided via subject, author, and title indexes. Unfortunately, it has not been revised since 1989.

3. Ott, Helen Keating. Helping Children Through Books: A Selected Booklist. Bryn Mawr: Church and Synagogue Library Association, 1979.

Though a bit outdated, this book (little more than a pamphlet) provides listings of books, both fiction and nonfiction, which treat various subjects relevant to children. Though not even close to as comprehensive as The Bookfinder, this is a good place to start for the teacher or librarian who cannot afford that expensive resource. The entries are not annotated.

5. Subject Guide to Children's Books in Print. New Providence: R. R. Bowker, 1997.

This excellent resource cross-indexes and arranges by subject the 115,430 children's books listed in Children's Books in Print. Though it doesn't offer evaluations of the listed books, it is still quite helpful in locating books involving specific subjects such as alcoholism.

Nonfiction Sources

6. Dolmetsch, Paul and Gail Mauricette, eds. Teens Talk About Alcohol and Alcoholism. Garden City: Doubleday, 1987.

This excellent book was actually written by middle school students. It provides honest discussions on issues such as living with an alcoholic, overcoming peer pressure, and recognizing the signs of alcoholism. At the end of the book is a list of fictional books dealing with alcohol abuse, each of which is reviewed by one of the student authors.

7. Ryan, Elizabeth. Straight Talk About Drugs and Alcohol. New York: Facts on File, 1989.

This book does exactly what its title says: It provides straight talk on these subjects. The author provides comprehensive information on alcohol abuse so that her readers can make informed decisions. At the end of the book is a 55-page appendix of places where teens can find help, complete with addresses and telephone numbers.

Fiction Sources

8. Butterworth, W. E. Under the Influence. New York: Four Winds Press, 1979.

This realistic book is about a boy whose friend abuses alcohol. In addition to exposing the problems associated with alcoholism, the book also raises the issue of drunk driving. The novel's bleak ending will certainly provoke thoughts about the consequences of heavy drinking.

9. Carbone, Elisa Lynn. My Dad's *Definitely* Not a Drunk!. Burlington: Waterfront Books, 1992.

This book is about two girls who share a secret: They have alcoholic parents. It's inclusion of intervention techniques and Alcoholics Anonymous provide the reader with ways to deal with alcoholism within the family. The book's ending sends out a clear message: No one is immune to the problems associated with alcoholism.

10. Cart, Michael. My Father's Scar. New York: Simon & Schuster, 1996.

This beautifully written and often heartbreaking novel actually takes on two difficult topics: alcoholism and homosexuality. Andy, the main character, is a freshman in college who has endured a life of emotional and physical abuse from his alcoholic father. His survival against all odds is an proof to young people that anyone can make it through the most difficult of situations.

11. Covington, Dennis. Lasso the Moon. New York: Delacorte, 1995.

Laura is a girl who lives with her father, a recovering alcoholic who has lost most of his medical practice because of his addiction. Through her eyes, readers see the horrible effects of alcoholism. The novel's element of romance will particularly appeal to teenaged girls.

12. Due, Linnea A. High and Outside. San Francisco: Spinsters, 1980.

Niki, a talented high school athlete and scholar, is a girl who has taken to drinking socially. Her parents, both of whom are alcoholics, are not concerned with their daughter's drinking habits. Readers follow Niki down a road of despair and loneliness as her social drinking turns to nightly binges. The novel ends hopefully, however, as Niki attends Alcoholics Anonymous.

13. Fox, Paula. The Moonlight Man. New York: Bradbury Press, 1986.

Catherine, the novel's main character, spends a month with her divorced father. Much of this time she ends up taking care of him due to his alcoholism. Though this isn't what she planned on, she learns to love her father despite his problems. Though Catherine's father does not defeat his addiction, readers can still learn that alcoholism does not negate love.

14. Howe, Fanny. Taking Care. New York: Avon, 1985.

Pamela, whose parents are both alcoholics, turns to rebellion and drinking to solve her problems. Early in the novel, she begins going to church with her boyfriend and his family. Through the church, she begins volunteering at a hospital, and it is here that she learns that alcohol will not solve her problems, but that love and caring might.

15. Lynch, Chris. Mick. New York: Harper Collins, 1996.

The first in a trilogy of novels, this book follows Mick as he grows up in an Irish Catholic neighborhood. While his friends and family are all heavy drinkers, he is beginning to question the role of alcohol in his own life. As he begins to refuse to drink, readers become acquainted with a positive role model their own age and to see that sometimes *not* drinking is what makes someone cool.

16. Rodowsky, Colby. Hannah In Between. New York: Farrar Straus Giroux, 1994.

Hannah's mother is an alcoholic, but her family denies it. Hannah, however, is determined to face the truth and to help her mother face her condition. The novel ends on a hopeful note as Hannah convinces her family of the severity of her mother's drinking problem, and they convince her to attend Alcoholics Anonymous. Teenagers reading this novel can learn that anybody, regardless of age, can help an alcoholic rehabilitate.

17. Tapp, Kathy Kennedy. Smoke From the Chimney. New York: Aetheneum, 1986.

This novel begins as Erin observes her father, a recovering alcoholic, entering a neighborhood bar. She is understandably upset that her father has begun drinking again, yet she tries to remain detached from the situation. Eventually, she realizes that she must work with her family in helping her father overcome his problem. Readers learn form this novel that denial never solves anything.

HEAVY DRINKING: UNDERSTANDING ALCOHOL ABUSE THROUGH LITERATURE:

A Pathfinder Designed by Rex Pyle

This pathfinder is intended to aid high school teachers in selecting books for their students to read for the purpose of understanding the problems associated with alcohol abuse.

To learn about how books can be used for growth and healing, look at these Internet sites:

"What is Bibliotherapy?"

http://inet.ed.gov/databases/ERIC_Digests/ed357333.html

"Molding the Minds of the Young: The History of Bibliotherapy as Applied to Children and Adolescents"

http://vega.lib.vt.edu/ejournals/ALAN/winter95/Myracle.html

To find lists of books about alcoholism, look at these sources:

The Bookfinder: A Guide to Children's Literature About the Needs and Problems of Youth Aged 2 and Up by Sharon Spredemann Dreyer

Subject Guide to Children's Books in Print published by R. R. Bowker

These are some good nonfiction books about alcoholism that are geared to teenagers:

Teens Talk About Alcohol and Alcoholism by Paul Dolmetsch and Gail Mauricette

Straight Talk About Drugs and Alcohol by Elizabeth A. Ryan

This novel is about a teenaged girl with a drinking problem:

High and Outside by Linnea A. Due

This novel is about a teenaged boy with a drinking problem:

Under the Influence by W. E. Butterworth

These are novels about teens with alcoholics in their families:

My Dad's *Definitely* Not a Drunk! by Elisa Lynn Carbone
My Father's Scar by Michael Cart
Hannah In Between by Colby Rodowsky

I hope that this pathfinder provides a good start in choosing books to help teenagers understand the problems resulting from alcoholism. Teenagers need to learn that they are not alone and that alcohol abuse can happen anywhere. Finally, please remember that this pathfinder is only a starting point and that many more books dealing with this tough topic are out there waiting to be found and read.

University of Texas at Austin

Graduate School of Library and Information Science

Fetal Alcohol Syndrome: Resources Available on the Internet
A Pathfinder

LIS 382L.3
Information Resources in the Social Sciences
Dr. Loriene Roy

By
Arlene Lucio

Austin, Texas
December, 1997.

I. Introductory Information

Fetal Alcohol Syndrome (FAS) is the name given to a group of mental and physical, irreversible birth defects resulting from women drinking while they are pregnant. These birth defects can include mental retardation, growth deficiencies, central nervous system dysfunction, craniofacial abnormalities, and behavioral maladjustments. The *Journal of the American Medical Association* reported that FAS is the leading known cause of mental retardation. At least 5,000 infants are born each year with FAS.

Since the client, Deborah Kent, works as an educator in a school setting at the Seba Dalkai School, the setting for this pathfinder is a school library. I narrowed the topic to meet the needs of a teacher in the situation of dealing with a student who may have FAS. The teacher, needing an overview of what FAS is and it's effects, might have these questions:

- What is Fetal Alcohol Syndrome?
- What can we do to help a student in the classroom with FAS?
- How can we teach older children about FAS to promote prevention?
- Where can I go to get some current research information about FAS?

I located an immense amount of information about FAS on the Internet. I had to weed what I thought would not best serve the needs of the client. I used the following criteria to assess whether not to include a site found on the Internet:

- Currency: I had to consider if the information was too dated to be relevant as current research information the client would want. I set the limit at five years. Any sites that had citations to much older information was considered outdated and possibly inaccurate.
- Purpose and scope: Some sites were pages of FAS facts. I was able to find other pages that gave the same facts, more information, and links to related sites. Therefore, I had to decipher which sites supplied, not only the best information, but access to additional appropriate resources.
- Authority: Many of the sites came from national organizations, while others came from smaller organizations and associations. Many sites provided contact with the agency/organization/association either by mail or e-mail.
- Workability: The question posed here was whether or not the site was consistently accessible. If I couldn't get a connection quickly, at least thirty seconds, and consistently, at least two out of three times, then the site was not included. Another consideration was how user-friendly the site proved to be. Also, was the information arranged logically?

In looking for information through the Internet, I used a multi-search engine tool, *Dogpile* at *www.dogpile.com*. I typed in "Fetal Alcohol Syndrome"and got a number of hits. But to help focus the results, I added "--and government", "--and organization*", "--and publication*". I used the asterisk to capture plurals of the root words. Since the print sources had no entry specific to FAS, I used the search term "alcohol" and "alcoholism".

II. Annotated Bibliography

Style Manuals:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: Modern Language Association of America, 1995.

Li, Xia and Nancy B. Crane. Electronic Styles: A Handbook for Citing Electronic Information. New Jersey: Information Today, Inc., 1996.

Internet Search Engines:

1. "Dogpile"
<http://www.dogpile.com/>
(November 1997)

This multi-search engine tool allows a user to search a number of search engines at once. Using the search term "fetal alcohol syndrome", I was able to find many useful sites. I helped narrow the results by adding "and publication*", "and organization*", and "and government" to "fetal alcohol syndrome".

2. "InfoSeek"
<http://www.infoseek.com/>
(November 1997)

Allows free and fee-based searches. Results displayed by ranked relevancy. Displays term(s) in context. There are 12 browsable subject trees. Useful if looking for broader topics or terms likely to produce many hits. I searched using the search term "fetal alcohol syndrome".

3. "Yahoo!"
<http://yahoo.com/>
(November 1997)

Yahoo stands for Yet Another Hierarchical Officious Oracle. This search engine has good response time. It is searchable by field and includes links to other search engines. It also has browsable subject trees of 14 broad categories. I also was able to search this search engine using the search term "fetal alcohol syndrome".

Indexes:

4. The Video Source Book. 19th ed. Detroit: Gale Research, 1997-1998.

This source is a directory of video products on more that 125,000 subjects including business, entertainment, the arts, health, and education. Title entries are arranged alphabetically by title. Three indexes provide access to titles by subject, credits, and format indexes. Looking under "Alcoholism" in volume two's subject index, I found a number of pertinent titles, including "Fetal Alcohol Syndrome Series" and "FAS/FAE Series". Many entries include information like description of the program, audience, level, format, and ordering information keyed to a list of publisher addresses located at the back of the second volume. The client could get in contact with the publisher to attain a copy of any videos needed.

5. "AskERIC"
<http://ericir.syr.edu/>
(November 1997)

The ERIC database is a government-compiled database containing educational related documents. In searching AskERIC using the subject headings "Fetal Alcohol Syndrome", I located a number of documents that would be of interest to various types of audiences interested in fetal alcohol syndrome, including subject overviews and teaching children with FAS.

6. Books in Print Plus (CD-ROM). R.R. Bowker. Series v6.25 1196.

BIP Plus allows access to millions of titles in print and soon-to-be-in print. I consulted this source to get some titles of books that a patron might like to see, but their library would not have a copy of. The title could always be ordered through Interlibrary Loan. BIP Plus has the capability of searching by title keyword, subject, author, publisher, ISBN, etc. In this case, I used the subject (su=) search mode. I used the search term "fetal alcohol syndrome" and got about 25 hits. A well known publication is "The Broken Cord".

7. "Catalog of United States Government Publications (MOCAT)"
<http://www.access.gpo.gov/su-doc/dpos/>
(November 1997)

This electronic version of the popular print government publication was helpful in attaining helpful government publications concerning fetal alcohol syndrome. The database, like its print counterpart, is a catalog of publications put out by the government according by subject. The search was simple through keyword search--"fetal alcohol syndrome". Once I got a list of publications, I had the option to view the full text.

8. "CSAP's State Needs Assessment Profiles Database (SNAP)"
   <http://www.health.org/factoids.index.htm>
   (November 1997)

Center for Substance Abuse Prevention (CSAP) is another organization dedicated to the prevention of FAS through dissemination of information. The index allows the user to tailor the organization needed by state, facility function (Substance abuse treatment), specialized programs (pregnant women, Hispanics). The information is as current as March 1997.

9. "Directory of Drug Abuse and Alcoholism Treatment and Prevention Programs"
   <http://www.health.org/daatpp.htm>
   (November 1997)

This database would be a handy way locate a variety of facilities in the United States. The client would be able to search specifically to their area. The organizations in their vicinity would be listed along with contact information. I was able to choose the criteria I wanted searched. This would be a great way to make referrals outside the area of the referring agency.

10. "NCADI's IDA Database"
    <http://sunspot.health.org/cgi-bin/utility.cgi>
    (November 1997)

NCADI's database is a compilation of research documents studying various issues in health care. I was able to search this database's titles by using the search term "fetal alcohol syndrome". I came up with a list of over 75 electronic documents that included the title and date, starting with the oldest and ending with the most current. One such document was "New Directions in Fetal Alcohol syndrome Research". I was able to open the document and read the full text.

11. "Federal Register & United Agenda"
    <htpp://frwebgate2.access.gpo.gov/>
    (November 1997)

This electronic version of the print government publication, which serves like a catalog of government publications, proved helpful in searching for documents published dealing with fetal alcohol syndrome. By simply typing the search term "fetal alcohol syndrome", I was able to get a listing of government publications printed in reference to the topic.

This index allowed me to limit my search to a specified range of dates, in which I chose the last five years. Of the documents located, the client has access to the full text article.

Internet sites:

12. "The Arc's Fetal Alcohol Syndrome Resource and Materials Guide"
<http://thearc.org/misc/faslist.html#research/>
(November 1997)

Although some of the information first appeared dated, upon further examination I found information that could prove very useful to a user. There were lists of books and videos along with ordering information, including a few that are free upon request. What I found most useful was the list of publications/newsletters on alcoholism, prevention materials, and a list of national organizations and their contact information.

13. "The National Organization on Fetal Alcohol Syndrome"
<http://www.nofas.org/>
(November 1997)

Although this site is currently under construction, it still had a good amount of information. The scope of it's information ranged from what FAS is, what the National Organization on FAS is, how to work with children affected with FAS, and links to national FAS resources and materials. The resources include newsletters, videos, books, pamphlet publications.

14. "What CDC is Doing to Prevent Fetal Alcohol Syndrome and Other Alcohol-Related Developmental Disabilities"
<http://www.cdc.gov/nceh/programs/infants/brthdfct/prevent/fas-prev.htm>
(November 1997)

The Centers for Disease Control and Prevention is one of the most authoritative agencies in biomedical research. It's Division of Birth Defects and Developmental Disabilities of the National Center for Environmental Health is committed to the prevention of FAS. It recognizes that FAS has a higher rate of occurrence in Native and African Americans, but is, nonetheless, dedicated to informing all women about the risks of fetal exposure to alcohol.

15. "Alcoholics Anonymous"
<http://www.alcoholics-anonymous.org/>
(November 1997)

The AA site provides information in English, Spanish, or French. The cite provides factual information about alcoholism and their organization. The organization is known for helping alcoholics overcome their substance abuse. It does this through information and counseling.

16. "PREVLINE: Prevention Online"
    <http://ww.health.org/>
    (November 1997)

Prevline is an organization dedicated to promoting preventing FAS through informing educators, health workers, and the general public. I particularly like this site because it offered several useful parts to it. The most useful feature, was the link to "Searchable Databases". I was able to search a number of other health, alcohol, and medical-related indexes, many of which I included in my pathfinder. It also provided links to other "Related Internet Links" and "Publications/Catalogs".

17. "Amazon Books Online"
    <http://www.amazon.com/>
    (November 1997)

Amazon is an bookstore online. The client would be able to search for books then order them via the Internet. Although a user can locate a number of bookstores online just by using the search term "bookstore* and online", I chose to list Amazon simply because it is one of the better known resources online. The cite allows a user to search by author, title, and subject. I searched using a subject search with the terms "fetal alcohol syndrome". I got a list of books about the topic along with convenient ordering option.

18. "BC EST--Teaching Students with Fetal Alcohol Syndrome/Effects"
    <http://www.educ.gov.bc.ca/specialed/fas/>
    (November 1997)

I included this site to assist teachers in getting information on teaching and meeting the needs of FAS/FAE affected children. Since these children are affected mentally and physically, there is information specifically aimed at skills a child may need help in. The teacher may then see how to assist the child in developing to their fullest capacity those areas lacking. Another useful part of the site is the various checklists for the teacher to assess a child's various skills--math, memory, motor, science, etc.

Prepared by Arlene Lucio

Fetal Alcohol Syndrome: Resources Available on the Internet

Fetal Alcohol Syndrome, FAS, is the direct result of a woman's drinking alcohol during pregnancy. FAS is the name given to the group of physical and mental birth defects that include mental retardation, growth deficiencies, central nervous system dysfunction, craniofacial abnormalities, and behavioral maladjustments. This pathfinder will assist the client in researching FAS on the Internet.

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1. **Online Indexes:** To locate research information, search the following indexes using the subject search term "fetal alcohol syndrome". The indexes will provide current research pertaining to the topic. The indexes provided in this pathfinder provide access to full text documents that may be viewed on the Internet.

"NCADI's IDA Database"
<http://sunspot.health.org/cgi-bin/utility.cgi>
(November 1997)

"AskERIC"
<http://ericir.syr.edu/>
(November 1997)

"CSAP's State Needs Assessment Profiles Database (SNAP)"
<http://www.health.org/factoids.index.htm>
(November 1997)

"Catalog of United States Government Publications (MOCAT)"
<http://www.access.gpo.gov/su-doc/dpos/>
(November 1997)

"Federal Register & United Agenda"
<http://frwebgate2.access.gpo.gov/>
(November 1997)

2. **FAS Media:** In the following suggested sources I was able to locate books, publications, and videos using the subject keywords "fetal alcohol syndrome","alcohol", or "alcoholism". Books and videos can be ordered either online or by getting in contact with the publisher.

Books in Print Plus (CD-ROM). R.R. Bowker. Series v6.25 1196.

The Video Source Book. 19th ed. Detroit: Gale Research, 1997/98.

"Amazon Books Online"
<http://www.amazon.com/>
(November 1997)

3. **Organizations/Agencies:** Users can make use of th valuable materials and information these organizations disseminate. Many Internet sites include a list of related organizations and/or agencies. Search using "fetal alcohol syndrome" or "alcoholism".

"Directory of Drug Abuse and Alcoholism Treatment and Prevention Programs"
<http://www.health.org/daatpp.htm>
(November 1997)

"The Arc's Fetal Alcohol Syndrome Resource and Materials Guide"
<http://thearc.org/misc/faslist.html#research/>
(November 1997)

"National Institute on Alcohol Abuse and Alcoholism"
<http://www. niaaa.nih.gov/>
(November 1997)

"Alcoholics Anonymous"
<http://www.alcoholics-anonymous.org/>
(November 1997)

If you have any further questions, ask your school librarian for help

A Pathfinder on

Medicinal Plants

By

Kierstin Child

Dr. Roy
LIS 382L.13
October 14, 1997

A Pathfinder on Medicinal Plants

Since the beginning of history, man has used plants and herbs for remedying illnesses, curing diseases, and treating wounds and other ailments. Examples of herbal remedies and the folklore surrounding them are abundant. Consequently, it is not uncommon for patrons to want more information on a medicinal plant or herb of which they have heard. That some plants have medicinal properties is not a new idea. Indeed, many of the drugs in use today have their origins in plant substances or are modeled after active constituents found in plants. Modern research continues to search for scientific evidence of the pharmaceutical properties of plants.

This pathfinder seeks to introduce new researchers, university students, and the educated public to general background information on the pharmaceutical aspects and health benefits of plants and herbs as well as the primary literature about the pharmacology of those species. It was written for Nancy Elder, the head librarian at the Life Science Library on the University of Texas at Austin campus, for use in reference services at the named library. Because the amount of information on this topic is vast, neither biotechnology of medicinal plants nor the economical and business aspects of medicinal plants was included.

Sources were selected based on several criteria. The first was the generality of their coverage of medicinal plants. Many sources were specific to plants of a given country; these were not included in the bibliography. A second selection criterion was the type of information given. Presentation and accessibility of the information were also used as criteria.

The patron will likely want to know the following:

1. What does the plant look like and where and how is it grown?
2. What are the active constituents of the plant?
3. What medicinal purpose does it serve, and what dosages?

4. What research has confirmed these statements and how extensive is the research?

I began my search for sources with H. Robert Malinowsky's Reference Sources in Science, Engineering, Medicine, and Agriculture[1], under the headings of Biology, Botany, General Medicine, and Pharmacy and Pharmacology. I then turned to UTCAT PLUS, the online public catalog for the General Libraries at the University of Texas at Austin, and did a subject search using "medicinal plants." I then browsed the numerous subheadings accompanying that heading, including "Medicinal Plants – Bibliography" and "Medicinal Plants – Encyclopedias." I turned next to the sources I had found so far and browsed their individual bibliographies as well as the items located nearby. To locate organizations I used the Encyclopedia of Associations[2]. I also explored the coverage of several online databases and ran the keyword search "medicinal plants" on several World Wide Web search engines, including HotBot, Yahoo, and AltaVista.

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[1] H. Robert Malinowsky, Reference Sources in Science, Engineering, Medicine, and Agriculture (Phoenix: Oryx, 1994).

[2] Encyclopedia of Associations, 1997 ed. (Detroit: Gale Research, 1961-).

BIBLIOGRAPHY

Encyclopedias

1. Brown, Deni. *Encyclopedia of Herbs and Their Uses*. New York: Dorling Kindersley, 1995.
SB 351 H5 B645 1995 PCL REF

This reference book highlights properties of individual herbs including growth and harvest information, varieties, as well as parts used and for what they are used. While this text is not limited to only medicinal plants, it does include them and provides nice color photographs. Consult the Herb Dictionary section of this volume for more particular information on medicinal uses of the herbs. Information on an herb can be accessed through the index.

2. Chevallier, Andrew. *The Encyclopedia of Medicinal Plants: A Practical Reference Guide to More Than 550 Key Medicinal Plants and Their Uses*. New York: Dorling Kindersley, 1996.
RS 164 C4437 1996 LIFE SCI REF

This is a beautiful source that discusses each plant's history, traditions, folklore, active constituents, and potential uses. Written for the lay person, this volume contains one section entitled "Key Medicinal Plants," which includes 100 of the best known medicinal plants in alphabetical arrangement by Latin name. One page is dedicated to each plant including information on habitat and cultivation, related species, research, traditional and current uses, and key preparations, accompanied by color illustrations. A separate section includes 450 additional medicinal plants with similar information but less detail. A general index incorporating both common and Latin names provides access to information on a given plant.

3. Kowalchik, Claire, and William H. Hylton, eds. *Rodale's Illustrated Encyclopedia of Herbs*. Emmaus, Penn.: Rodale Press, 1987.
SB 351 H5 R58 1987 PCL REF

A simply written encyclopedia, this source is arranged alphabetically by common name of the herb. Approximately two pages are dedicated to each herb including Latin name, physical description, growing conditions, medicinal uses, and cultivation. Both color and black and white illustrations are included. An index provides additional access points.

Handbooks

4. Duke, James A. *Handbook of Medicinal Herbs*. Boca Raton: CRC Press, 1985.
QK 99 A1 D83 1985 LIFE SCI

This reference book gives detailed information on 365 medicinal species. The articles are scientifically written and range from one to three pages in length. Medicinal uses and chemical constitution of the plants are heavily covered. Information on toxicity levels of the species is also given. Arrangement is alphabetical by scientific name, and a comprehensive index offers additional access points.

Bibliographies

5. Andrews, Theodora. A Bibliography on Herbs, Herbal Medicine, "Natural" Foods, and Unconventional Medical Treatment. Littleton, Colo.: Libraries Unlimited, 1982.
RM 666 H33 A52 LIFE SCI

A very comprehensive bibliography on the subject of herbs and herbal medicine consisting of 339 pages, it provides a useful entry into the literature. This volume lists handbooks, encyclopedias, manuals, directories, and monographs relating to herbal medicine with two to three paragraph annotations. Particularly useful is the chapter dedicated to "Medicinal Plants and Their Constituents." It includes an appendix of organizations and associations and author/title and subject indexes.

6. Simon, James E., Alena F. Chadwick, and Lyle E. Craker. Herbs; An Indexed Bibliography 1971-1980. Hamden, Conn.: Archon Books, 1984.
SB 351 H5 S56 1984 LIFE SCI

A bibliography to scientific journals and research reports on commercially significant herbs and medicinal plants, this volume is written for scientists, pharmacologists, and students. The first part of the work gives a brief summary of information about the herb or plant with bibliographic references following. The organization is alphabetical by common name. The second part of the work contains the complete bibliographic references organized by subject classification, including Pharmacology - Medicinal Plants. Author and subject indices are included for further access.

Government Documents

7. McCarthy, Susan A. Ethnobotany and Medicinal Plants; January 1990-June 1991. Quick Bibliography Series. Beltsville, Md.: National Agricultural Library, 1992.
DOCS A 17.18/4 : 92-66 LIFE SCI

This government publication produced by the National Agricultural Library consists of 591 citations from the AGRICOLA database that are each related to medicinal plants. The articles cited are scientific and technically oriented. Use the subject index to locate citations on a particular plant.

Books

8. Bianchini, Francesco, and Francesco Corbetta. Health Plants of the World: Atlas of Medicinal Plants. New York: Newsweek Books, 1977.
QK 99 A1 B53 LIFE SCI

This beautiful volume was written for the layperson that loves plants and is organized by the plant's medicinal area of operation within the body (i.e. digestive system, nervous system). One to two large paragraphs are given to each plant covering history, location, and especially medicinal use. Color drawings accompany the text. An appendix at the end of the volume gives more scientific information about selected plants. A glossary and index are also included.

9. Grieve, Mrs. M. A Modern Herbal: The Medicinal, Culinary, Cosmetic and Economic Properties, Cultivation and Folklore of Herbs, Grasses, Fungi, Shrubs and Trees with all Their Modern Scientific Uses. New York: Hafner Press, 1974.
QK 99 G84 1974 LIFE SCI

This source is a reprint of the original, which was first published in 1931. Despite being older, it is noted for being a very comprehensive and inclusive work. It is organized in a dictionary style by most common name of the plant. Entries include physical description, cultivation, medicinal action, uses, and others. Some entries are quite lengthy. Two indexes aid in accessing the information in this volume that is over 900 pages – an Index of Country Names and an Index of Latin names.

10. Lust, John B. The Herb Book. New York: Bantam Books, 1974.
QK 99 A1 L86 1974 LIFE SCI

This small paperback is primarily useful for general reference information and backgrounds of the various herbs. Entries for 514 plants are relatively brief including botanical name, medicinal part, physical description, preparation and dosage. Arrangement is alphabetical by common name. A general index and Latin name index is included.

11. Morton, Julia F. Major Medicinal Plants: Botany, Culture and Uses. Springfield, Ill.: Charles C. Thomas, 1977.
QK 99 A1 M67 LIFE SCI

This book is scholarly and written for use by pharmacologists and pharmacy related research. It offers very detailed articles on the major medicinal plants, with several pages devoted to one plant. Articles provide common and botanical names, origin and distribution, chemical constituents, medicinal uses, and toxicity. Organization is by plant family name. Includes two appendices, a bibliography, and an index to provide additional access to the information.

12. Weiner, Michael A. Weiner's Herbal: The Guide to Herb Medicine. Mill Valley, Calif.: Quantum Books, 1990.
RM 666 H33 W44 1990 PCL REF

A great overall reference item, this book offers information exclusively on plants with medicinal value. It is organized into various sections, two of which are particularly informative. The "Medicinal Plants of the World" section gives a botanical description of the plant and its medicinal uses. The "Medicinal Plants Expanded" section offers additional scientific information. The organization within these sections is alphabetical by common name, and indexes for Latin name, common name, and medicinal use are provided also.

Journals

13. HerbalGram: The Journal of the American Botanical Council and the Herb Research Foundation. Austin, Tex.: Herb News, 1983 - (quarterly)
SB 351 H472 LIFE SCI
Current issues shelved alphabetically by title

HerbalGram is a peer reviewed scientific journal published quarterly as an educational project by the American Botanical Council and the Herb Research Foundation. Regular sections include research reviews, book reviews, and feature articles. All issues are beautifully illustrated. The journal strives to keep members of these organizations informed of the latest facts on herbs in science, legislation, and business. Since many herbs are used for medicinal purposes, this journal provides a wealth of information on medicinal plants.

14. Journal of Ethnopharmacology. Lausanne: Elsevier Sequoia, 1979 - (monthly)
RS 160 J68 LIFE SCI
Current issues shelved alphabetically by title

The Journal of Ethnopharmacology is an "interdisciplinary journal devoted to bioscientific research on indigenous drugs" (subtitle). It publishes original articles on the biological activities of plant and animal substances. Its intended audience includes medicinal chemists, pharmacologists, and botanists. Highly technical and scientific articles concerning medicinal plants can be found in this journal.

Indexes

15. Biological Abstracts on CD. Philadelphia: BIOSIS, 1980-
UTLOL Indexes and Abstracts

Biological Abstracts on CD is a prominent source of obtaining bibliographic citations to the life science journal literature. The CD-ROM version is updated quarterly. Among other disciplines, it covers agriculture, biomedicine, botany, and pharmacology. Many of the records include abstracts. It is possible to search by keyword with the name of the medicinal plant of interest. The searcher may wish to use the concept code "54000 Pharmacognosy and Pharmaceutical Botany" or "22002 Pharmacology-General" to further limit the search.

16. International Pharmaceutical Abstracts Database. Bethesda, MD: American Society of Health-System Pharmacists, 1970 -
UTLOL Indexes and Abstracts

International Pharmaceutical Abstracts Database provides coverage of the pharmaceutical sciences and health related literature. It is updated monthly. Abstracts are included with most records. Comprehensive information on drug therapy and biopharmaceuticals is available through this database. Try a keyword search with the name of the medicinal plant of interest.

WWW Resources

17. Raintree Group, Inc. Raintree Marketing Homepage. Online. Internet. 13 Oct. 1997.
URL: http://rain-tree.com/

This website provides information about a number of medicinal plants found in the rainforest. Access is an alphabetical listing by common or botanical name. Each entry includes several forms of the plant name, description, where found, what used for, and clinical references from journal literature.

Organizations

18. American Herb Association
P.O. Box 1673
Nevada City, CA 95959
(916) 265-9552
Kathi Keville, Director

The American Herb Association was founded in 1981 and now has 1000 members. Its members are enthusiasts and specialists of medicinal herbs and herbal products. Its function is to increase knowledge of medicinal herbs and to provide current scientific information on herbs.

19. Herb Research Foundation
1007 Pearl St. Suite 200
Boulder, CO 80302
(303) 449-2265
Rob McCaleb, President

The Herb Research Foundation (HRF) seeks to improve world health and well being through herbs. It is a nonprofit research and education organization that provides information to the public and professionals on the health benefits of herbs. The HRF publishes HerbalGram, a peer reviewed scientific journal, jointly with the American Botanical Council in Austin, TX. HRF also serves as a special library for herbal medicine with files consisting of over 150,000 scientific articles. Material is available to the public at a small recovery cost.

Sources cited using the following style manual.

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 4th ed. New York: Modern Language Association of America, 1995.

Medicinal Plants

A pathfinder prepared by Kierstin Child

Since the beginning of history, man has used plants and herbs for remedying illness, curing diseases, and treating wounds and other ailments. While there is much folklore surrounding the medicinal properties of plants, modern research continues to search for scientific evidence of the pharmaceutical properties of plants around the world. It is not uncommon to hear of a promising plant with great health benefits. Often specifics on the plant are not given and more information is desired. This document is designed to provide an entry into the vast, but often hard-to-locate, world of information on medicinal plants.

Encyclopedias

Whether you know a Latin name for the plant or just a simple common name, encyclopedias are usually a good place to start to get general background information on the plant of interest. Browse nearby shelves in the reference room for additional texts.

Chevallier, Andrew. The Encyclopedia of Medicinal Plants: A Practical Reference Guide to More Than 550 Key Medicinal Plants and Their Uses. New York: Dorling Kindersley, 1996.
RS 164 C4437 1996 LIFE SCI REF
A beautifully illustrated volume that discusses each plant's history, traditions, folklore, active constituents, and potential uses.

Kowalchik, Claire, and William H. Hylton, eds. Rodale's Illustrated Encyclopedia of Herbs. Emmaus, Penn.: Rodale Press, 1987.
SB 351 H5 R58 1987 PCL REF
A simply written encyclopedia giving general background information on herbs, including physical description and medicinal uses.

Bibliographies

Bibliographies are listings of sources on a given topic. They provide an excellent way of finding your way into the literature on a particular plant. Try a subject search on UTCAT using the terms MEDICINAL PLANTS – BIBLIOGRAPHY to find additional bibliographies.

Andrews, Theodora. A Bibliography on Herbs, Herbal Medicine, "Natural" Foods, and Unconventional Medical Treatment. Littleton, Colo.: Libraries Unlimited, 1982.
RM 666 H33 A52 LIFE SCI
Lists handbooks, encyclopedias, manuals, directories, and monographs relating to herbal medicine with two to three paragraph annotations.

Books

Books on medicinal plants will compile lots of information for you into a single work. Locate books on medicinal plants by doing a subject search in UTCAT with MEDICINAL PLANTS. Select from the list of subheadings available to match your particular interests.

Grieve, Mrs. M. A Modern Herbal: The Medicinal, Culinary, Cosmetic and Economic Properties, Cultivation and Folklore of Herbs, Grasses, Fungi, Shrubs and Trees with all Their Modern Scientific Uses. New York: Hafner Press, 1974.
QK 99 G84 1974 LIFE SCI
A very comprehensive and inclusive work of over 900 pages organized in dictionary style by most common name of the plant.

Weiner, Michael A. Weiner's Herbal: The Guide to Herb Medicine. Mill Valley, Calif.: Quantum Books, 1990.
RM 666 H33 W44 1990 PCL REF
A great overall reference item offering information exclusively on plants with medicinal value.

Journal Indexes

To get more scientific and often in-depth information on specific aspects of the medicinal plant it is necessary to access the primary journal literature. This is done by searching indexes designed for this purpose. A list of "Indexes and Abstracts" offered by UT is available through UTLOL workstations in campus libraries.

Biological Abstracts on CD. Philadelphia: BIOSIS, 1980-
UTLOL Indexes and Abstracts
Search by keyword with the name of the medicinal plant of interest and use the concept code "54000 Pharmacognosy and Pharmaceutical Botany" or "22002 Pharmacology-General" to get started.

Organizations

Organizations can often provide detailed information on a medicinal plant and are an especially good resource when all else fails.

Herb Research Foundation
1007 Pearl St. Suite 200
Boulder, CO 80302
(303) 449-2265

American Herb Association
P.O. Box 1673
Nevada City, CA 95959
(916) 265-9552

- For further help, don't hesitate to contact Nancy Elder, head librarian at the Life Science Library (MAI 220), 495-4635.

PATHFINDER

“Cheyenne Culture”

prepared

by

Wade E. Osburn

LIS 382L.3

December 3, 1997

PATHFINDER PREFACE

The topic for this pathfinder is Cheyenne culture: an introduction. The Cheyenne culture, like the culture of any group of people, consists of numerous aspects, such as religious customs, economic conditions, family relations, education, etc. Intertwined with the tribe's culture is its history. This pathfinder will give attention to both.

As an introduction, the pathfinder presents a broad description of the Cheyenne culture without much detail. The paper begins with an introduction to the tribe itself, covering its history, language, and geographic location. The Cheyenne people are Plains Indians, so attention was given in the second section to life as a Plains Indian. From there, the paper explores several aspects of the Cheyenne culture, such as its language, family, and religion. The paper ends with a look at the tribe in the twentieth century, including the population of the tribe, its economic conditions, and art.

Sources for this project were chosen based on two questions: (1) Is the content about the Cheyenne? (2) Does it pertain to their culture? If the answer was "yes," then the source was considered for addition to this paper. Internet and print sources were considered for this project. My work began with searches on the World Wide Web for content under the subject headings, "Cheyenne," "Cheyenne culture," or "Native American Culture." Once these sites were accessed and evaluated, my attention switched to print materials. An online library catalog was helpful in locating items listed under the subject, "Cheyenne."

The Cheyenne people live today in two locations, North and South. For the purpose of this pathfinder, the group was treated as one tribe and not two separate groups. Their similarities greatly exceed their differences. In only one pathfinder source are the two segments of the tribe treated separately.

The audience for this pathfinder is the student body at the Takini School, a Four Directions participant. Due to the ages of these elementary students, information sources containing technical language were not selected for inclusion. Also, since an introduction to the culture was requested, overly in-depth items were not listed. Essentially, this pathfinder was intentionally designed to be simple, straight-forward, and non-intimidating.

The questions the pathfinder attempts to answer are those considered important to the Native American student user. Some of the questions might be, "What is life like on the reservation for the Cheyenne?" "Are the Cheyenne families similar to my own?" and "What kind of ceremonies do they observe?" If the user is curious about how similar another Indian tribe is to their own, those questions will be answered by this project. Cheyenne family life, their language, and ceremonies are the kinds of cultural topics that students at the Takini School can likely relate to because the same aspects of culture exist in their own community.

BIBLIOGRAPHY

1. Academic American Encyclopedia. Danbury, CT: Grolier Incorporated, 1992.
ISBN 0-7172-2064-8

This is a 21-volume encyclopedia intended for junior high readers through adults. It provides quick access to factual information on numerous topics. It includes short entries and illustrations. Its 150+ word entry on "Cheyenne" includes an illustration of a Cheyenne chief and a brief history of the people.

2. Alta Vista. (accessed 17 November 1997); available from http://altavista.digital.com; Internet.

Functioning as an online search engine, this site scans the World Wide Web using key words. With this search engine one can look for exact phrases, such as "Cheyenne culture."

3. Champagne, Duane, ed. Native America: Portrait of the Peoples. Detroit, MI: Visible Ink Press, 1994. ISBN 0-8103-9452-9

This reference work contains information about Native peoples from various geographical perspectives (e.g., Northeast, Southeast, Alaska, California, and Canada). The volume includes discussion about Native North American languages, religion, health, arts, and more. It has an entry for "Native Peoples of Oklahoma" and biographical information on Cheyenne leaders from the past.

4. Champagne, Duane, ed. The Native American Almanac. Detroit, MI: Gale Research, Inc., 1994. ISBN 0-8103-8865-0

This reference work provides factual information about Native American peoples, including chronologies of Native American Indians. The volume explores economic conditions of reservations and cultural areas, subdivided by geographical locations. Regarding the Cheyenne, the work includes information about their art.

5. Chernow, Barbara A. and George A. Vallasi, eds. The Columbia Encyclopedia, 5th ed. New York: Columbia University Press, 1993. ISBN 0-395-62438-X

This one volume adult encyclopedia contains numerous concise entries on a variety of topics, meant for fast reference. Its 300+ word entry of the "Cheyenne" summarizes the history of the tribe, including a brief bibliography of significant works on the Cheyenne people.

6. Cheyenne Indians, An Intro. (accessed 17 November 1997); available from http://www.uwbg.edu/~galta/mrr/cheyenne/index.htm; Internet.

This introductory site to the Cheyenne Indians provides a series of links to topics such as Cheyenne ceremonies, religion, and views of marriage and death.

7. Cheyenne Language Web Site. (accessed 17 November 1997); available from http://www.mcn.net/~wkeman/cheyenne.htm; Internet.

This website provides insight into the Cheyenne culture by providing an introduction to their language. It includes a description of he Cheyenne language and a pronunciation guide for the Cheyenne alphabet.

8. The Cheyenne State of Being. (accessed 18 November 1997); available from http://www.mcn.net/~coyote/chystate.htm; Internet.

This website provides the reader with a list of links that explore various aspects of Cheyenne life and culture. Among the topics explored are life on the reservation, the Cheyenne diet, and how Cheyenne receive their names.

9. Davis, Mary B., ed. Native America in the Twentieth Century. New York: Garland Publishing, 1994. ISBN 0-8240-4846-6

This one volume encyclopedia is alphabetically arranged and includes information about life for Native Americans at present. It has extensive information about numerous tribes and various aspects of their everyday existence. On the topic of Cheyenne, the volume describes the tribe's history, government, and economic development and conditions.

10. Dictionary of Indian Tribes of the Americas, 2nd ed. Newport Beach, CA: American Indian Publishers, Inc., 1993. ISBN 0-937862-28-2

This is an encyclopedic work that provides information on Native American Indian tribes, with entries on Indian language, technology and arts, and social and religious culture. Its entry on the Cheyenne people provides information about the tribe's economy and social and cultural boundaries and subdivisions.

11. The Encyclopedia Americana: International Edition. Danbury, CT: Grolier Incorporated, 1994. ISBN 0-7172-1025-2

This is a 30-volume encyclopedia geared for high school to adult readers, including black and white illustrations. Its 400+ word entry for "Cheyenne Indians" contains information about the tribe's history, organization, and customs and ceremonies, plus a bibliography for further reading.

12. Excite. (accessed 17 November 1997); available from http://www.excite.com/; Internet.

Excite functions as an Internet search engine using key words to locate information on the World Wide Web about subjects such as "Native America" and "Reservations."

13. Grinnell, George B. The Indians of Today. New York: Duffield and Company, 1911. ISBN 0-404-11857-7

This work contains information about life for Indians from the early part of the twentieth century. It describes life for Native Americans on the reservation. It also includes historical information on the Tongue River Reservation in Montana (a Cheyenne reservation).

14. Hirschfelder, Arlene and Paulette Molin. The Encyclopedia of Native American Religions. New York: Facts on File, 1992. ISBN 0-8160-2017-5

This is a reference work that contains brief entries on numerous aspects of Native American religion with a helpful subject index and many black and white illustrations. The work includes information on Cheyenne rituals such as the Spirit Lodge Ritual and the Massaum Ceremony.

15. Hoebel, E. Adamson. The Cheyenne. New York: Holt, Rinehart and Winston, 1960.

This monograph provides an extensive examination of Cheyenne culture. Topics included are ceremonies, family, government, and religion of the Cheyenne.

16. Hotbot. (accessed 17 November 1997); available from http://www.hotbot.com/; Internet.

Hotbot is an Internet search engine that uses keywords to locate websites on the World Wide Web that contain information about innumerable topics. One such topic is "Cheyenne Religion."

17. Hoxie, Frederick E., ed. Encyclopedia of North American Indians. New York: Houghton Mifflin Company, 1996. ISBN 0-395-66921-9

This is an alphabetically organized, one-volume encyclopedia dealing with North American Indians. It covers various Indian tribes and different aspects of North American Indian life and history. This volume offers helpful information about the language of the Cheyenne people, "Language (Algonquian)."

18. Leitch, Barbara A. A Concise Dictionary of Indian Tribes of North America. Algonac, MI: Reference Publications, Inc., 1979. ISBN 0-917256-09-3

This dictionary contains brief entries about Native American Indian tribes, including maps, tribal history, and biographical information. It is arranged alphabetically and contains helpful entries for both the "Northern" and "Southern Cheyenne" tribes.

19. Lycos. (accessed 17 November 1997); available from http://lycos.cs.cmu.edu/; Internet.

Lycos is an Internet search engine that uses keywords to locate websites on the World Wide Web containing information on a variety of subjects. Through this site one can locate exact phrases existing in the content of a website, such as "Cheyenne families."

20. Markowitz, Harvey, ed. American Indians. Pasadena, CA: Salem Press, 1987. ISBN 0-89356-757-4

This is a three-volume reference work that deals with Native American Indian tribes, their culture, and their history. It is alphabetically organized and includes helpful information about Native American political organization and leadership.

21. Moore, John H. The Cheyenne Nation. Lincoln, NE: University of Nebraska Press, 1987. ISBN 0-8032-3107-5

This textbook on the Cheyenne people provides in-depth coverage of the tribe's history and the records preserving that history. Included in this survey is a chapter on "Patterns of Marriage."

22. The New Encyclopedia Britannica, 15th ed. Chicago: Britannica Inc., 1997. ISBN 0-85229-633-0

This is a 29-volume adult encyclopedia with a "micropaedia" for quick reference and a "macropaedia' with broader entries. This encyclopedia is alphabetically arranged with illustrations. Its 400+ word entry for "Cheyenne" includes information about the history of the tribe, its culture and religion, and its tribal organization.

23. Powell, Father Peter J. The Cheyenne, Maheoo's People. Bloomington, IN: Indiana University Press, 1980. ISBN 0-253-30416-4

This is a volume containing biographical essays on a variety of topics pertaining to the Cheyenne Indians, including chapters on the tribe's struggle to preserve their culture. Two topics that receive brief coverage are Cheyenne language and art.

24. Waldman, Carl. Atlas of the North American Indian. New York: Facts on File, 1985. ISBN 0-87196-850-9

This reference work includes maps tracing early Indian history. It contains descriptions of Indian culture, religion, and language. Its maps show reservation locations of Cheyenne tribes.

25. Waldman, Carl. Encyclopedia of Native American Tribes. New York: Facts on File, 1988.

ISBN 0-8160-1421-3

This encyclopedia is alphabetically arranged and contains information on numerous Native American tribes. Its 6 page entry on the "Plains Indians" provides descriptions of life and customs of Plains Indians that include the Northern and Southern Cheyenne peoples.

26. The World Book Encyclopedia. Chicago, IL: World Book, Inc., 1994. ISBN 0-7166-0094-3

This is a general reference encyclopedia for elementary to adult readers, including many color illustrations. Its 125+ word entry for "Cheyenne Indians" contains factual information about the tribe's history, its population and location of current Cheyenne reservations.

27. Yahoo. (accessed 17 November 1997); available from http://www.yahoo.com/search.html; Internet.

Yahoo is an Internet search engine that uses keywords to locate websites on the World Wide Web that deal with a variety of subjects, such as "Cheyenne."

This bibliography was formatted using the guidelines found in Kate L. Turabian's A Manual for Writers of Term Papers, Theses, and Dissertations, 6th ed. Chicago: University of Chicago Press, 1996.

CHEYENNE CULTURE:
A Pathfinder

As a Native American young person, you are familiar with the culture of the tribe you are a part of. You are undoubtedly aware of the ceremonies, religion, family relations, language, political organization, and customs of your particular tribal group. What about the Cheyenne? How much do you know about their customs and culture? This pathfinder is designed to give you a short introduction to the culture of the Cheyenne people.

Where did the Cheyenne come from and where are they now?

American Indians edited by Harvey Markowitz. Pasadena, CA: Salem Press, Inc., 1995. Pages 158-160 of this work answers this question by tracing the history of the Cheyenne people, detailing how large the tribe is today and where their reservations are located.

The New Encyclopedia Britannica Chicago, IL: Britannica, Inc., 1997. The "Cheyenne" entry in the third volume of this set will give you some quick information on where they are today.

What was it like to live as a Cheyenne? As a Plains Indian?

Encyclopedia of Native American Tribes by Carl Waldman. New York: Facts on File, 1988. Life on the plains of North America is described in detail on pages 188-193 of this book. If you want to know why the horse and buffalo were so important to the Plains people, what they wore for clothing, and what their dances looked like check out these pages.

Are there really two groups of Cheyenne: Northern and Southern?

Encyclopedia of North American Indians edited by Frank E. Hoxie. New York: Houghton Mifflin, 1996. The answer is "Yes." In this book you will find entries for both groups on pages 110-114. All your questions about the differences and similarities between these groups will be answered here.

Where can I find out about Cheyenne. . . .

Language?

Cheyenne Language Web Site: an Internet Web site found at http://www.mcn.net/~wleman/cheyenne.htm. Their alphabet, how you pronounce the words they speak, it is all here at this handy Web site.

Family?

The Cheyenne by E. Adamson Hoebel. New York: Holt, Rinehart and Winston, 1960. All you want to know and more can be found in the chapter titled "Family, Kindred, and Band" on pages 20-32.

Religious Beliefs?

The Cheyenne by E. Adamson Hoebel. New York: Holt, Rinehart and Winston, 1960. The chapter titled "World View and Religion" on pages 82-89 will fill you in with the details. You will find that the tribe's religion is an integral part of its culture as yours may be to your own tribe.

All the Rest?

Dictionary of Indian Tribes of the Americas, 2nd ed. Newport Beach, CA: American Indian Publishers, 1993. The article on pages 265-271 will fill in all the gaps concerning Cheyenne culture past and present. If you only have time to check one source, look here.

What is going on with the Cheyenne today?

Native America in the Twentieth Century edited by Mary B. Davis. New York Garland Publishing, 1994. This book is one of the best at giving information about all of the Indian tribes, including the Cheyenne. Check out pages 100-103 if you want to find out how many Cheyenne are still around, and what life is like on the reservation today.

The Cheyenne State of Being: an Internet site found at http://www.mcn.net/~coyote/chystate.htm. Finding some current information on the Cheyenne is just a few clicks away on the World Wide Web. Check out this site for updated information on what the Cheyenne eat, what life is like on the reservation, and how Cheyenne receive their names.

The Cheyenne people, as you have likely discovered, are a proud people who are striving to preserve their culture. Important parts of their culture exist in Cheyenne language, family life, economic conditions on the reservations, religion, and a variety of other areas. This pathfinder is intended to be an introduction to the life and culture of the Cheyenne. Hopefully it will also be used as a starting point for future research.

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LIS 382 L.3
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* * *

Lakota Sioux Pathfinder

Timothy Bullard

Fall 1997

Lakota Sioux Pathfinder

This pathfinder is intended as an introduction to the Sioux-Lakota culture and to help answer questions related to the Sioux tribes. Who are the Sioux? Where do they reside? What are their values and customs? What do they hold sacred? What is their culture and traditions? Where do find materials and information about them?

The Sioux, also called Dakota, Lakota, or Nakota are a North American Plains Indian people, of Siouan linguistic stock. It is customary to identify tribes on the basis of the native languages spoken by them. Today, the language of the Sioux is called Dakota. The name Dakota means "allies" or "friends". The name Sioux, an abbreviation of Nadouessioux means "snakes" or "enemies", a name originally applied to them by their rivals, the Ojibwa. There are three main divisions of the Sioux: Santee, Yankton, and Teton, calling themselves, respectively, Dakota, Nakota, and Lakota. The Santee, or Eastern Sioux, comprised the Mdewkanton,Wahpeton,Wahpekute, and Sisseton; the Yankton included the Yankton and Yanktonai; and the Teton, or Western Sioux, had seven main divisions--the Sihasapa, or Blackfoot; Brulé (Upper and Lower); Hunkpapa; Miniconjou; Oglala; Sans Arcs; and Oohenonpa, or Two-Kettle.

Before the middle of the 17th century, the Santee Sioux lived in the area around Lake Superior, where they gathered fruit and vegetables, hunted deer and buffalo, and fished. Continued and persistent battle with the Ojibwa drove the Santee into southern and western Minnesota; the Teton and Yankton divisions were forced forever from Minnesota onto the Great Plains (in present North and South Dakota), where they stopped their traditional agricultural livelihood and embraced the Plains way of life, which centered on the nomadic hunting of buffalo and other big game.

The Sioux shared many cultural characteristics with other Plains Indian tribes. They lived in tepees and relied on hunting as their mainstay. Men gained standing by accomplishing brave feats in battle; horses and scalps obtained in a raid were evidence of their courage. Warfare and shamanism were closely connected, to the extent that designs suggested in mystical visions were painted on war shields to safeguard the bearers from their attackers. The Sioux practiced an elaborate form of the sun dance, a tribal festival lasting several days during summer solstice. They also incorporated the ghost dance, a mystic messianic ritual calling for the return of the buffalo and their former ways. Their religious order recognized four powers as presiding over the universe, and each power in turn was divided into hierarchies of four. The buffalo figure also had a prominent place in their religion. Among the Teton Sioux the bear was important; bear power obtained in a vision was regarded as curative. The Santee Sioux engaged in a ceremonial bear hunt to protect their warriors before their departure on a raid. Sioux women were skilled at porcupine-quill and bead embroidery bearing geometric designs. Police functions were performed by military societies, the most significant duty of which was overseeing the buffalo hunts. Other groups included dance, dream, shamanistic, and women's societies.

Two of the schools participating in the Four Directions Program, Marty Indian School and Standing Rock Community School, are the intended audience. Both of these schools are K-12 and are located on Sioux reservations. The Marty School is part of the Yankton Sioux tribe and Standing Rock Community School belongs to the Hunkpapa tribe of the Teton branch. Sources were specifically selected if they dealt with these tribes.

The search began with a UTCAT subject search [typing *s Lakota Sioux*]. This produced no relevant records. A new subject search [typing *s Lakota*] returned only a few records on the **Lakota dialect** and two cross references: Lakota Indians, indexed as **Teton Indians**; Lakota language indexed as **Dakota language**. The subject search of Sioux [typing *s Sioux*] finally revealed a cross reference to see **Dakota Indians** with 104 records to access. After viewing many of the subject headings in the bibliographic records, the search was expanded by using related, broader, and narrower Library of Congress subject headings: **Indians of North America--Great Plains**
Siouan Indians
Santee Indians
Yankton Indians

Other subject headings considered: **Dakota literature**
Dakota philosophy
Dakota women
Dakota youth

The search continued to indexes. Indexes consulted using *Dakota Indians* as a successful subject search included: Readers Guide Abstracts, Humanities Abstracts, and Arts & Humanities Citation Index. Using *Sioux* as a subject search in Britannica online and The New Grove Dictionary of Music produced insightful articles. Special care should be taken in spelling of subject access points, some sources add an *h* to produce Dakhota and Lakhota; also the plural form of Sioux is Siouan.

A plethora of information is on the Internet. A search using *Lakota Sioux* on any of the search engines will access thousands of records. There are web pages on learning the Dakota language to buying Dakota art and literature. Scholars and enthusiast have created several excellent Web pages linking Sioux sources together.

Sources listed on the Pathfinder

<1>

The World Book encyclopedia. Chicago: World Book, Inc., 1989.

AE 5 W55 1989 Youth Collection PCL Stacks 6C

An encyclopedia designed especially to meet the needs of elementary, middle, and senior high school students.

<2>

Britannica Online

http://www.eb.com:180/

A fully searchable collection of authoritative references, listing a brief history of the Sioux including hypertext links to related articles.

<3>

Sneve, Virginia Driving Hawk. The Sioux. New York: Holiday House, 1993.

E 99 D1 S6277 1993 Youth Collection PCL Stacks 6C

Identifies the different tribes of the Sioux Indians and discusses their beliefs and traditional way of life.

<4>

Ewers, John C. Teton Dakota, Ethnology and History. Berkeley: U.S. National Park Service, 1938.

970.3 Un3t 1938

Comprehensive work containing information on food, clothing, hunting methods, decorative arts, religion, transportation, language, and periods of history of the Teton Indians.

<5>

Lakota Wowapi Oti Kin.

http://maple.lemoyne.edu/~bucko/lakota.html

From the Anthropology department of Le Moyne College of Central New York, the most inclusive reference page for Lakota Sioux bibliographic information.

<6>

Legends of the mighty Sioux. Chicago: A. Whitman, 1941.

970.6 W939L PCL Stacks

An attempt is made here to present a collection of the most interesting and most important stories of the Sioux. Young readers should enjoy the simple text and large print.

<7>
Standing Bear, Luther. Stories of the Sioux. Boston: Houghton Mifflin, 1934.
970.6 ST24S PCL Stacks
This is a collection of twenty stories told by the older tribe members to the younger ones. Intended for a juvenile audience with illustrations featured throughout the book.

<8>
LaPointe, James. Legends of the Lakota. San Francisco: Indian Historian Press, 1976.
E 99 D1 L36 PCL Stacks
A collection of twenty descriptive and enchanting stories told by the author as he remembers them from his childhood.

<9>
The Lakota Creation Myth.
http://www.sju.edu/~dcarpent/1141/Lakota/CreationMyth.html
A general overview of the Lakota beliefs and how it all started, according to Sioux legend.

<10>
Highwater, Jamake. Eyes of darkness, a novel. New York: Lothrop, Lee & Shepard Books, 1985.
PZ 7 H5443 EY 1985 Youth Collection PCL Stacks 6C
A Santee Sioux Indian named Yesa, after being taken at age seventeen to live among white men, becomes a doctor and then returns to the reservation to live.

<11>
Bennett, James. Dakota dream. New York: Scholastic Inc., 1994.
PZ 7 B43989 DAK 1994 Youth Collection PCL Stacks 6C
After being shuttled between foster homes and institutions for most of his life, fifteen-year-old Floyd Rayfield escapes from a mental institution to a Sioux reservation, desperately seeking a family and a home.

<12>
Sioux Heritage
http://www.lakhota.com/default.htm
An excellent source for actually learning the "Lakhota" language, it includes an online language course.

<13>
Sota Iya Ye Yapi
http://ourworld.compuserve.com/homepages/earthsky/sotahome.htm
The online newspaper of the Sisseton-Wahpeton Sioux Tribe featuring local news in both Dakota and English.

<14>
Red Cloud School.
http://www.redcloudschool.com/
Operated by the Jesuits since 1889, this is the Red Cloud School's official home page.

<15>
Pine Ridge High School.
http://shaman.unm.edu:80/schools/prhs/prhs.htm
Located in the administrative center of the Pine Ridge Indian Reservation, here is Pine Ridge High School's web page stating its policies and goals.

Sources not listed on the Pathfinder

<16>
American Indian Culture Research Center.
http://www.bluecloud.org/dakota.html
Topics of interest at this wed site include culture, education, myths and story telling, spiritual heritage, Indian colleges, crafts and gifts and more.

<17>
The Great Sioux Nation.
http://www.state.sd.us/state/executive/tourism/sioux/snmap.htm
This wed site features points of interest in the Sioux Nation, such as tribal headquarters and sacred lands.

<18>
Katz, Bill. *Magazines: Indian Country Today*. Library Journal. 118 (7), Apr. 15, 1993. p. 134.
Review of *Indian Country Today*, the largest Native American-owned weekly in the US. It encompasses a national coverage of news but focuses on traditional Lakota-Sioux interests.

<19>
Lincoln, Bruce. *A Lakota Sun Dance and the problematics of sociocosmic reunion.* History of Religions. 34 (1), Aug. 1994. p. 1-14.
The Sun Dance of the Lakota Sioux, an awaited four-day event in late July or early August, is examined.

<20>
Netscape: Style and Writing Manuals
http://www.lrc.edu/www/library/SWmanual.htm
Style manual for print and electronic formats.

<21>
Young Bear, Severt, and R. D. Theisz. Standing in the light: a Lakota way of seeing.
Lincoln: University of Nebraska Press, 1994.
E 99 D1 Y688 1994 PCL Stacks
A Dakota Indian family traces and examines its history, philosophy, and religious rites.

<22>
Dudley, Joseph Iron Eye. Choteau Creek: a Sioux reminiscence. Lincoln: University of Nebraska Press, 1992
E 99 Y25 D833 1992 PCL Stacks
This is a story of the author's upbringing by his maternal grandparents. He learns the social, cultural, and spiritual values of the Dakota way of life.

<23>
Doll, Don. Vision quest: men, women, and sacred sites of the Sioux Nation.
New York: Crown Publishers, 1994.
E 99 D 1 D65 1994 PCL Stacks
This beautifully photographed album portrays Lakota, Dakota and Nakota prominent figures in their communities.

<24>
Erdoes, Richard. Crying for a dream : the world through native American eyes.
Santa Fe, N.M.: Bear & Co., 1990.
E 99 T34 E73 1990 PCL Stacks
This pictorial montage depicts the world as seen through various Indian personal experiences.

<25>
Paige, Harry W. Songs of the Teton Sioux. Los Angeles: Westernlore Press, 1970.
970.1 P152S PCL Stacks
The origins and methods of Indian poetry are investigated in this scholarly work. The songs of the Teton constitute its primary subject matter.

<26>
Powers, William K. Sacred language : the nature of supernatural discourse in Lakota.
Norman: University of Oklahoma Press, 1986.
E 99 D1 P83 1986 PCL Stacks
Essays on Lakota religion and descriptions of the religious rituals fill this book

<27>
Arden, Harvey. Noble Red Man : Lakota Wisdomkeeper Mathew King.
Hillsboro, Ore.: Beyond Words Publishing, 1994.
E 99 T34 N635 1994 PCL Stacks
This is a collection of Indian prose and poetry.

<28>
Readers Guide Abstracts - Web Access.
Indexes and abstracts a core list of popular periodicals published in the United States and Canada; it also cites book reviews. Current articles can be accessed with Dakota a subject search.

<29>
Humanities Abstracts. [CD-ROM] H.W. Wilson Company. accessed: Oct. 4, 1997.
Contains citations to articles and book reviews in over 330 periodicals. Contains citations on the dispute between the Sioux and the U.S. government over the Sioux sacred lands.

Lakota Sioux Pathfinder

Welcome! Or as they say in Lakota -- Hau, Mitakuyepi! (Greetings, Friend!)

The Sioux, also called Dakota, Lakota, or Nakota are a North American Plains Indian people, of Siouan linguistic stock. It is customary to identify tribes on the basis of the native languages spoken by them. The name Dakota means "allies" or "friends". The name Sioux, an abbreviation of Nadouessioux means "snakes" or "enemies", a name originally applied to them by their rivals, the Ojibwa. There are three main divisions of the Sioux: Santee, Yankton, and Teton, calling themselves, respectively, Dakota, Nakota, and Lakota. This pathfinder was prepared at the Perry-Castaneda Library at the University of Texas at Austin by Timothy Bullard; hopefully the information given here will help readers at other libraries too.

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The first step in becoming acquainted with the Lakota Sioux culture is to search under *Sioux Indians* in an encyclopedia like:

The World Book encyclopedia. Chicago: World Book, Inc., 1989.
AE 5 W55 1989 Youth Collection PCL Stacks 6C

If you prefer using the Internet, try typing the word *Sioux* into the search engine for the online encyclopedia.

Britannica Online.
http://www.eb.com:180/

To find works about the Sioux and its various tribes, do a subject search (s Dakota Indians) on your OPAC or card catalog. If you received to many records, try narrowing the topic by tribe and resubmit your search (s Santee Indians or Teton Indians or Yankton Indians). If the initial search produced to few records, try broadening your search (s Indians of North America--Great Plains)

A short cut to finding books about the Sioux is to go directly to their locations in the library stacks. Look under the call numbers 970.1, 970.3, and 970.6
If your library uses the Library of Congress classification then search under E99D1, E99Y25, and E99T34.

Where could you find a tribal newspaper? Examine:

Sota Iya Ye Yapi
http://ourworld.compuserve.com/homepages/earthsky/sotahome.htm

To find more about the history of the Sioux nation, look at these sources.

Sneve, Virginia Driving Hawk. The Sioux. New York: Holiday House, 1993.
E 99 D1 S6277 1993 Youth Collection PCL Stacks 6C

Ewers, John C. Teton Dakota, Ethnology and History. Berkeley: U.S. National Park Service, 1938.
970.3 Un3t 1938

Lakota Wowapi Oti Kin.
http://maple.lemoyne.edu/~bucko/lakota.html

If you are interested in Sioux myths and legends investigate:

Legends of the mighty Sioux. Chicago: A. Whitman, 1941.
970.6 W939L PCL Stacks

Standing Bear, Luther. Stories of the Sioux. Boston: Houghton Mifflin, 1934.
970.6 ST24S PCL Stacks

LaPointe, James. Legends of the Lakota. San Francisco: Indian Historian Press, 1976.
E 99 D1 L36 PCL Stacks

The Lakota Creation Myth.
http://www.sju.edu/~dcarpent/1141/Lakota/CreationMyth.html

For literature with Sioux characters, check out these books:

Highwater, Jamake. Eyes of darkness, a novel. New York: Lothrop, Lee & Shepard Books, 1985.
PZ 7 H5443 EY 1985 Youth Collection PCL Stacks 6C

Bennett, James. Dakota dream. New York: Scholastic Inc., 1994.
PZ 7 B43989 DAK 1994 Youth Collection PCL Stacks 6C

If you are interested in learning the Lakota language, then investigate:

Sioux Heritage
http://www.lakhota.com/default.htm

Want to see what some high schools are doing on the Internet? Check out:

Red Cloud School.
http://www.redcloudschool.com/

Pine Ridge High School.
http://shaman.unm.edu:80/schools/prhs/prhs.htm

* * *

FOR MORE INFORMATION OR ASSISTANCE -- ASK A REFERENCE LIBRARIAN

Dakota in Minnesota

A pathfinder designed to aid researchers in finding information about Dakota people living in Minnesota.

To get general information and names of Sioux tribes that live in Minnesota, use **dictionaries and encyclopedias**.

Leitch, Barbara A. *Concise Dictionary of Indian Tribes of North America.* Algonac, MI: Reference Publishers, Inc, 1979.

Walsman, Carl. *Encyclopedia of Native American Tribes.* New York: Facts on File, 1988.

* * *

Use **directories** to locate information on associations, museums, and libraries.

Klein, Barry T. *Reference Encyclopedia of American Indians.* West Nyack, NY: Todd Publication, 1995.

Native American Directory. San Carlos, AZ: National American Cooperative, 1982.

* * *

To find in depth coverage of Dakota in Minnesota find **books** by searching the card catalog using the terms Indians of North America--Minnesota, Dakota--Minnesota, or the specific names of Sioux tribes in Minnesota, such as Santee, Mdewakantonwan, and Wahpetons.

Landes, Ruth. *The Mystic Lake Sioux.* Madison: University of Wisconsin, 1968.

Meyer, Roy W. *History of the Santee Sioux.* Lincoln : University of Nebraska, 1993.

For detailed lists of sources available on Sioux in general, consult **bibliographies.**

Marken, Jack W. and Herbert T. Hoover. *Bibliography of the Sioux.* Metuchen, NJ: Scarecrow Press, 1980.

Hoover, Herbert. *The Sioux: A Critical Bibliography.* Bloomington: Indiana University Press, 1979.

To find current information, use **indexes** to locate **journal articles and government information.**

Anthropological Literatre. Cambridge, MA: Tozzer Library, Harvard, 1984- .

Monthly Catalog of United States Government Publications. Washington, D.C.: U.S.G.P.O., 1951- .

Use the World Wide Web to locate **Internet** information on Dakota in Minnesota.

Great Lakes Regional American Indian Network.

Address: http://www.cic.net/glrain/--

A Guide to the Great Sioux Nation .

Address:http://www.state.sd.us/state/executive/tourism/sioux/sioux.html

For more information on Dakota Sioux in the state, contact **organizations** in Minnesota.

Lower Sioux Community Council Morton, MN 56270 (507)697-6416
Upper Sioux Board of Trustees Granite Falls, MN 56241 (612)564-4504
Minnesota Historical Society 345 Kellogg Blvd. W., St. Paul, MN 55102-906

For additional assistance, please ask a librarian

Introduction to the Maori Culture:

A Pathfinder

Candice Weaver
Information Resources in the Social Sciences
LIS 382L.3
3 December 1997

Preface

In the years between 800 and 900 A.D., the Maori people migrated by canoe to the islands they called "Aotearoa." They brought with them a rich culture which flourished in their new home. In 1642, the first Europeans arrived, and from then on the history of the Maori is intertwined with the history of the *pakeha* (whites) in their country. The British felt it urgent to stake claim to the land before other Europeans could, and in 1840 pressed Maori chiefs to sign the Treaty of Waitangi. The intent of the British in this exchange of land for sovereignty was misrepresented because of translation errors, and soon the Maori were a "minority" (in status, not in number) within the modern state of New Zealand. Since that time, the Maori have struggled to define themselves and their culture in the context of a white-dominated New Zealand.

In 1999, Maori and aboriginal librarians will host a conference for indigenous librarians, to be held in New Zealand. This conference is sponsored by Te Ropu Whakahau, the Maori Library and Information Workers Association, and the Aboriginal/Torres Strait Islander Library Resources Network (ATSILAN). Members of the American Indian Library Association (AILA) will be participating in the conference, and this pathfinder provides sources that will aid participants in understanding issues in Pacific indigenous librarianship which will be addressed during the conference, including the issues of cultural misappropriation and intellectual property. AILA members want a basic introduction to the Maori culture, including Maori language, mythology, history, and current affairs. These topics are covered in this pathfinder, and AILA participants will be able to draw from these sources in establishing a general familiarity with the Maori culture, as it has existed in the past and how it survives today.

I began to select sources for the pathfinder by searching UTCAT, the online catalog of the University of Texas at Austin, as well as OCLC WorldCat. For both, I used the Library of Congress subject heading: "Maori (New Zealand people)." I located a large number of books at UT that I examined in detail; I found many others cataloged by the Library of Congress, and included those I could not examine in a supplementary note to the bibliography. The annotated bibliography consists not only of books, but also included one major motion picture release on video. I wanted to include reference works instead of monographs, whenever possible; fortunately, there has been a fair amount of recent publishing activity on Maori subjects, by Maori publishers as well as others.

Next, I searched the World Wide Web, beginning with Yahoo!. I used the word "Maori" as a search term. I located "Maori.Com," a site whose links enabled me to find other quality Web sites, including an English-Maori online dictionary and a monthly newsletter. These sources are included to supplement the print materials; most of the information is available in print, but those participants with Internet access may find the Web sites more current. They may also use the general 'links' pages to find specific topics of interest to them.

For both print and non-print materials, I included items that provide an introduction to the Maori culture, but also lead the user to further study. Since the target audience for this pathfinder consists of information professionals, their skills will serve them well in researching the Maori.

Sources[1,2]

1. Barlow, Cleve. Tikanga Whakaaro: Key Concepts in Maori Culture. Auckland: Oxford U. Press, 1991. ISBN 0-19-558212-8.

Seventy Maori cultural terms are explained in both Maori and English. Entries include a definition of the term and its significance in Maori tradition and ritual.

2. "Books Pasifika" 1997. http://www.ak.planet.gen.nz/pasifika/index.html (2 Dec. 1997).

Books Pasifika is a bookseller and publishing house specializing in Pacific Islands, Maori, and New Zealand literature since 1976. One can e-mail with inquiries on a particular subject area or author, and in return Books Pasifika will e-mail a list of titles, with abstracts and price information. Ordering may be done by e-mail or fax. Discounts are available for libraries, schools, and government agencies.

3. Binney, Judith and Gillian Chaplin. Nga Morehu: The Survivors. Auckland: Oxford U. Press, 1986. ISBN 0-19-558135-0.

Nga Morehu is a collection of life histories. The eight women whose lives are profiled in this book are related in different ways to Ringatu, a Maori religious movement. Their personal stories combine to form a portrait of Te Kooti, the leader of this group, and the path of Maori religious history. The role of women in transmitting history is emphasized. Includes an extensive glossary and references.

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[1] Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. 4th ed. NY: MLA, 1995.

[2] Wagner, K. "Guide for Citing Electronic Information." Aug. 1995. http://www.wilpaterson.edu/wpcpages/library/citing.htm (17 November 1997).

4. Blythe, Martin. Naming The Other: Images of the Maori in New Zealand Film and Television. Metuchen, NJ: Scarecrow, 1994. ISBN 0-8108-2741-7.

The essays in this volume discuss films and television programs as allegories of the Maori historical and cultural experience. Materials cited are reviewed and analyzed for their representations of power dynamics in New Zealand.

5. Cox, Lindsay. Kotahitanga: The Search For Maori Political Unity. Auckland: Oxford U. Press, 1993. ISBN 019-558-280-2.

Cox explores the recent movements towards collective Maori sovereignty. This book, influenced by the formation and work of the National Maori Congress, includes the history of these movements and their common themes.

6. King, Michael. Maori: A Photographic and Social History. Auckland: Heinemann Reed, 1984. ISBN 0-7900-0094-6.

With this work, King provides a look at Maori experience from the perspective of photography as a social catalyst. Europeans began photographing the Maori in the late 1850s, and King uses photographs and text to explore Maori attitudes towards the process and the effects it had on the Maori.

7. "Learn Maori Language." 1996. http://lc.byuh.edu/Maori/lml.html (2 Dec. 1997).

A friendly, easy-to-use site, "Learn Maori Language" is a series of 13 lessons designed to provide an introduction to Maori. Lesson topics include pronunciation, greetings, numbers, and other subjects of interest to the beginner.

8. MacDonald, Robert. The Fifth Wind: New Zealand and the Legacy of a Turbulent Past. London: Bloomsbury, 1989. ISBN 0-7475-0356-7.

The author, a *pakeha,* writes of his experience accompanying young Maori militants and tribal elders on their 1984 march to Waitangi. Their goal: to draw attention to the government's failure to honor the conditions of the 1840 treaty. An interesting biographical perspective on modern Maori political activity.

9. "Maori Organisations in New Zealand." 1997. http://www.maori.org.nz/ (2 Dec. 1997).

This website hosts a variety of groups, including those promoting carving, the performing arts, language, hui (gatherings), and myths. Also includes links to other Maori sites. This site is searchable.

10. Metge, Joan. The Maoris of New Zealand: Rautahi. London: Routledge & Kegan Paul, 1976. ISBN 0-7100-8352-1.

This work is an effective, if slightly dated, overview of Maori society. The first chapters give a brief history of Maori settlement in New Zealand, relationships with the British, and basic concepts in Maori culture. With this background in place, the author's primary goal is to address issues in Maori society and culture today, including land, kinship, education, and leadership. A glossary and extensive bibliography are included.

11. "Nga Korero o Te Wa." November 1997. http://webnz.com/tekorero/korero-p1.html (18 Nov. 1997).

This site presents back issues of Nga Korero o Te Wa, "a monthly summary of Maori news and views from throughout Aotearoa." Subject areas include education, politics, business, arts, health, and race relations. Issues from 1995-present are provided, along with hard-copy subscription information. Reading Nga Korero o Te Wa is an excellent method of following current Maori issues.

12. "Ngata-Base: The H.M. Ngata English-Maori Dictionary Online." 1997. http://www.learningmedia.co.nz/nz/nd/ndindex.htm (2 Dec. 1997).

This is the online version of a comprehensive English-Maori/Maori-English dictionary with the goal of demonstrating Maori language in use, rather than merely translating words. It is intended for those learning the Maori language, especially classroom-based learning, but it is also valuable for those already familiar with the Maori language.

13. Once Were Warriors. Dir. Lee Tamahori. Perf. Rena Owen, Temuera Morrison. 1994. Videocassette. New Line, 1995.

This powerful movie depicts the troubles of the urban Maori. A family's tragedy serves as an allegory for those Maori who have lost touch with their past. Based on the novel by Alan Duff.

14. Orbell, Margaret Rose. The Illustrated Encyclopedia of Maori Myth and Legend. Sydney: U. of New South Wales Press, 1996. ISBN 0-908812-45-0.

This work is a comprehensive reference tool for exploring the rich body of Maori myth. Includes illustrations and photographs. Entries range in length from several paragraphs to a few pages. The encyclopedia is well-indexed and documents sources from which entry information has been taken.

15. Orbell, Margaret. The Natural World of the Maori. Auckland: David Bateman, 1985. ISBN 0-908610-30-0.

This is a beautiful book of (mostly) color photographs of the land, animals, and environment of Aotearoa. The text highlights the relationship between Maori culture and this environment. Includes maps, bibliographical references, and a glossary.

16. Puna Wairere: Essays by Maori. Wellington, N.Z.: New Zealand Planning Council, 1990. ISBN 0-908601-72-7.

This collection of essays provides Maori perspectives on sovereignty and cultural issues. Published by the government, it reflects the desire of the Planning Council to "incorporate a Maori perspective in all [its] work." Titles include: "Maori language today," "Maori women reclaiming autonomy," and "Maori survival in the 1990s." Contributors include lawyers, educators, and other Maori in public roles.

17. Salmond, Anne. Two Worlds: First Meetings Between Maori and Europeans, 1642-1772. Auckland: Viking/Penguin, 1991. ISBN 0-670-83298-7.

Salmond attempts to bring together anthropology and history in this examination of the earliest encounters between Maori and *pakeha*. She explores the idea of "mirror-image ethnography - in which each side saw the other through a haze of their own reflections" and tests its limits. Includes an extensive bibliography and explanation of Salmond's research methodology.

18. Stirling, Eruera (as told to Anne Salmond). Eruera: The Teachings of a Maori Elder. Wellington, N.Z.: Oxford U. Press, 1980. ISBN 0-19-558069-9.

This book is a life history of Eruera Stirling, a Maori elder. Stirling's goal is to compile the traditional knowledge which he feels the younger generation needs to know. Salmond discusses her oral history and writing methodology in a closing chapter. Includes many photos and Maori text with translation.

19. Te Kanawa, Kiri. Land of the Long White Cloud: Maori Myths, Tales and Legends. NY: Arcade Publishing, 1989. ISBN 1-55970-046-7.

This collection of stories for children was written by Dame Kiri Te Kanawa, world-famous opera singer. Beautifully illustrated by Michael Foreman, the book includes tales of creation, nature, monsters, and spirits.

20. Walker, Ranginui. Ka Whawhai Tonu Matou: Struggle Without End. Auckland: Penguin, 1990. ISBN 0-14-013240-6.

Walker has written a history of New Zealand from a Maori perspective. It is intended for a New Zealand audience of both Maori and pakeha, but provides an interesting perspective even for those who are less familiar with the political environment of Aotearoa.

Titles not available for review:

Mangan, Hinureina and Chris Szelely, comp. Te Reo Maori In Libraries: A Maori Language Resource For Librarians. Wellington, NZ: Te Ropu Whakahau, 1995.

Menzies, Trixie Te Arama. He Wai: First Nation's Women's Writing. Auckland: Waiata Koa, 1996.

Salmond, Anne. Hui: A Study of Maori Ceremonial Gatherings. Wellington, N.Z.: Reed, 1975. ISBN 0-589-00749-1.

introduction to the MAORI culture

In the years between 800 and 900 A.D., the Maori people migrated by canoe to the islands they called "Aotearoa." They brought with them a rich culture which flourished in their new home. In 1642, the first Europeans arrived, and from then on the history of the Maori is intertwined with the history of the *pakeha* (whites) in their country. The 1840 Treaty of Waitangi established the modern New Zealand state (and cemented the Maori place within it as one of minority status). Since then, the Maori have struggled to define themselves and their culture in the context of a white-dominated New Zealand.

This pathfinder will point you to several valuable sources which may answer your questions about the Maori and their culture. For searching on your own, remember that the Library of Congress subject heading to use is "Maori (New Zealand people)"; others are structured like "Maori art."

For a basic overview of Maori culture, you might try the following:

Metge, Joan. The Maoris of New Zealand: Rautahi. London: Routledge & Kegan Paul, 1976.
ISBN 0-7100-8352-1.

Barlow, Cleve. Tikanga Whakaaro: Key Concepts in Maori Culture. Auckland: Oxford U. Press, 1991.
ISBN 0-19-558212-8.

These sources examine the history and government of Maori New Zealand:

Salmond, Anne. Two Worlds: First Meetings Between Maori and Europeans, 1642-1772. Auckland:
Viking/Penguin, 1991. ISBN 0-670-83298-7.

King, Michael. Maori: A Photographic and Social History. Auckland: Heinemann Reed, 1984.
ISBN 0-7900-0094-6.

Walker, Ranginui. Ka Whawhai Tonu Matou: Struggle Without End. Auckland: Penguin, 1990.
ISBN 0-14-013240-6.

Cox, Lindsay. Kotahitanga: The Search For Maori Political Unity. Auckland: Oxford U. Press, 1993.
ISBN 019-558-280-2.

The Maori language remains a vital force in Aotearoa. In your reading you will encounter it frequently. These sites can help you with the basics:

"Learn Maori Language." http://lc.byuh.edu/Maori/lml.html

"Ngata-Base: The H.M. Ngata English-Maori Dictionary Online."
http://www.learningmedia.co.nz/nz/nd/ndindex.htm

These works can provide a familiarity with Maori mythology, essential for understanding the Maori culture of yesterday and today:

Orbell, Margaret Rose. The Illustrated Encyclopedia of Maori Myth and Legend. Sydney: U. of New South Wales Press, 1996. ISBN 0-908812-45-0.

Te Kanawa, Kiri. Land of the Long White Cloud: Maori Myths, Tales and Legends. NY: Arcade Publishing, 1989. ISBN 1-55970-046-7.

One of the best ways to encounter Maori culture is through stories about the Maori people, whether true life history or fiction:

Binney, Judith and Gillian Chaplin. Nga Morehu: The Survivors. Auckland: Oxford U. Press, 1986. ISBN 0-19-558135-0.

Stirling, Eruera (as told to Anne Salmond). Eruera: The Teachings of a Maori Elder. Wellington, N.Z.: Oxford U. Press, 1980. ISBN 0-19-558069-9.

Once Were Warriors. (1994) Directed by Lee Tamahori. Available on videocassette from New Line Home Video, 1995.

These sources can provide you with current Maori social and political opinion:

Puna Wairere: Essays by Maori. Wellington, N.Z.: New Zealand Planning Council, 1990. ISBN 0-908601-72-7.

"Nga Korero o Te Wa: A Monthly Summary of Maori News and Views From Throughout Aotearoa." http://webnz.com/tekorero/korero-p1.html

These sources are a good introduction to the Maori culture, and can lead you on to other interesting materials. Enjoy your adventure into the Maori culture, and remember:

Mauria ko oku painga, waiho ko oku wheruu.

Take what is good in this, and leave the rest behind.

Candice Weaver
December 1997

INTRODUCTION TO THE NAVAJO CULTURE

A PATHFINDER

INFORMATION RESOURCES IN THE SOCIAL SCIENCES
(LIS 382L.3)
FALL 1997
INSTRUCTOR: PROFESSOR LORIENE ROY

SUBMITTED BY:-

JEFFREY A. SEWELL
DECEMBER 3, 1997

INTRODUCTION

The Navajo are the largest Indian tribe in the United States with an estimated population of over 225,000. As they settled in the desert Southwest, the Navajo came into contact with the Pueblos and adopted many of their customs. During this period, they acquired new farming techniques and learned to plant corn, squash, and beans successfully. The name *Navajo* is actually a Tewa Puebloan word that means "cultivated fields." Nevertheless, these Native Americans often refer to themselves as the *Dine* or the "People."

Navajo country extends into parts of three states: Arizona, New Mexico, and Utah. Traditionally, the Navajo did not establish towns or villages but lived in semi-permanent camps near agricultural resources. Women cultivated the fields or herded sheep while the men hunted wild animals. Shelter for these Native Americans often meant residing in a "hogan" -- a round domed house built of logs and adobe. To cure the sick among them, the Navajo developed elaborate ceremonies involving chants and sandpainting. The Navajo are also known for weaving rugs and blankets and for designing jewelry out of silver and turquoise.

The overall scope of this pathfinder is to assist the user with finding information about the Navajo culture using resources available at a research or academic library. Many of the items can also be found in a public library or through an interlibrary loan service. Specifically, this pathfinder was prepared for the following schools: Dilkon Boarding School; Seba Dalkai Boarding School; Rock Point Community School; and Cottonwood Day School. All of these schools are participating in the Four Directions Program that integrates the teaching of Native American cultures with current technologies.

When deciding on materials to add or exclude from the pathfinder, I focused primarily on sources like surveys and bibliographies that an educator might use for preparing a class. An equally important objective was to find books suitable for younger children. Generally speaking, people interested in this topic will want answers to the following questions:

1) What is the history of the Navajo tribe and how did their culture develop?;
2) What are some of the important aspects of Navajo culture that make it unique?;
3) What is present day life like for the Navajo -- are they able to maintain their native traditions in a modern society?; and
4) Are there opportunities to visit the Navajo and experience their customs firsthand?

I began looking for appropriate materials by conducting searches on UTCAT Plus, the electronic library catalog of The University of Texas at Austin. To locate items in UTCAT and other sources, I combined the subjects "Indians of North America" and "Navajo Indians" with these terms: "Art"; "Dances"; "Drama"; "Folklore"; "History"; "Juvenile Literature"; "Legends"; "Music"; "Mythology"; "Pictorial Works"; "Poetry"; and "Social Life and Customs."

Next, to obtain a better background for this topic matter, I looked for reference sources at the Perry-Castaneda Library by browsing the shelves. After finding some useful titles, I reviewed entries concerning the Navajo in specialized encyclopedias and dictionaries such as the *Encyclopedia of North American Indians*. Then, I scanned the Internet by using search engines like *Yahoo!* and *Infoseek* to find electronic resources. By inputting the terms "Native Americans" and "Navajo Indians," I retrieved relevant websites.

BIBLIOGRAPHY

Encyclopedias:

1. *Encyclopedia of North American Indians.* New York: Houghton, Mifflin Company, 1996.

Articles covering factual information on Native Americans can be found in the *Encyclopedia of North American Indians.* Indian social life and customs are analyzed in sufficient detail. There is a separate three page entry about the Navajos written by Rex Lee Jim, a member of the Navajo tribe. Features a general index.

2. *The Encyclopedia of Native America.* New York: Viking, 1995.

The Encyclopedia of Native America is a general reference source designed with older children and adolescents in mind. The first chapter provides an introductory background about North American Indians; subsequent chapters are organized by culture areas. For example, information concerning the Navajos is located in the section entitled "The Southwest." Articles are printed in large type face and include color photographs and drawings. An index and a list of additional readings appear at the end of the volume.

3. Markowitz, Harvey, ed. *Ready Reference: American Indians.* Vol 2. Pasadena, CA: Salem Press, 1995.

Ready Reference: American Indians, a three volume set, contains data on a wide range of Native American topics. Articles are arranged alphabetically and often illustrated. Many of them conclude with cross-references and a bibliography. Volume 3 has a series of eight appendices and an index. A good source for background information on the Navajos.

4. Ortiz, Alfonso, ed. *Handbook of North American Indians: Southwest.* Vol. 10. Washington D.C.: Smithsonian Institution, 1983.

This volume provides scholarly articles on the history and culture of Native Americans from the southwestern United States. Sixteen chapters deal specifically with the Navajo, covering subjects such as "Navajo Social Organizations," "Navajo Ceremonial Systems," and "Navajo Arts and Crafts." Includes maps, illustrations, and a bibliography.

Dictionaries:

5. *Dictionary of Indian Tribes of the Americas.* 2nd ed. Vol. II. Newport Beach, CA: American Indian Publishers, 1993.

The *Dictionary of Indian Tribes of the Americas* is a general reference work covering the native peoples of the Western Hemisphere. Bibliographical references follow most of the entries. This three volume set includes an extensive collection of maps and illustrations.

The article on the Navajo discusses many cultural issues: language, technology and arts, society and social relations, etc.

General Histories and Surveys:

6. Downs, James F. *The Navajo*. New York: Holt, Rinehart, and Winston, 1972.

As part of the series "Case Studies in Cultural Anthropology," *The Navajo* explains to students the social structure and cultural values of these Native Americans. It focuses on the important role that sheepherding plays in the history of the Navajo along with other interesting aspects of the culture. The author provides a list of selected additional readings.

7. Garbarino, Merwyn S. and Robert F. Sasso. *Native American Heritage*. 3rd ed. Prospect Heights, IL: Waveland Press, 1994.

This book discusses, in broader terms, the socio-cultural development of North American Indians. Native American tribes are first analyzed in terms of "culture areas." Another section looks at the similarities of cultural traits. Includes a glossary, a list of films and videos about Native American cultures, and charts that depict the characteristics and languages of Indian tribes. Specific information concerning the Navajo can be found in the chapter "The Great Basin and the Southwest."

8. Kluckhohn, Clyde and Dorothea Leighton. *The Navaho*. Rev. ed. Cambridge, MA: Harvard University Press, 1974.

Clyde Kluckhohn devoted much of his life to studying Native Americans. As a popular survey, this source offers a good background into the values and world view of the Navajo through 1946. It is written at a level for older students to comprehend.

9. Underhill, Ruth M. *The Navajos*. Norman, OK: University of Oklahoma Press, 1956.

Considered by many scholars the "definitive source" about the Navajo people. Its principal value lies in recounting the history and culture of the Navajos from their beginnings in the Southwest until approximately 1950. The book is based largely on interviews and reservation records. Photographs and maps highlight the text.

Bibliographies:

10. Hirschfelder, Arlene B., May Gloyne Byler, and Michael A. Dorris. *Guide to Research on North American Indians*. Chicago, IL: American Library Association, 1983.

Although dated, the *Guide to Research on North American Indians* is still a good resource to consult when beginning a search for materials about Native Americans. This work is organized under four broad subject headings: Introductory Material; History and Historical Sources; Economic and Social Aspects; and Religion, Arts, and Literature. Subject headings are further divided into chapters that deal with specific topics. Items related to each topic are then listed by geographic areas; i.e., Navajo sources are mentioned under the heading "Southwest." Concludes with author-title and subject indexes.

11. Iverson, Peter. *The Navajos: A Critical Bibliography*. Bloomington, IN: Indiana University Press, 1976.

This bibliography is part of a series produced by the Newberry Library Center for the History of the American Indian. It recommends a list of works for the beginning reader and for inclusion in a basic library collection. Materials suitable for students are indicated throughout. One hundred eighty-nine sources are cited.

Abstracts and Indexes:

12. *Abstracts in Anthropology*. Amityville, NY: Baywood, 1970- . 8 issues/yr.

This research tool summarizes books, articles, and conference papers in four subject areas: archaeology, linguistics, cultural anthropology, and physical anthropology. It features author and subject indexes. Information about the Navajo Indians can be located by using the terms "Native American" and "Navajo."

13. *Anthropological Literature*. Pleasantville, NY: Redgrave, 1979-1983; Cambridge, MA: Harvard University, Tozzer Library, 1984- . Quarterly.

Anthropological Literature is an author and subject index for periodical articles and essays in the fields of anthropology, archaeology, and linguistics. Related disciplines such as history, sociology, and geography are also indexed. This resource is available in print and electronic versions. To find articles on the Navajos, search under the headings "Indians of North America," and "Navajo Indians."

Periodicals and Journals:

14. *American Anthropologist*. Arlington, VA: Anthropological Association, 1888- . Quarterly.

American Anthropologist is known for its scholarly articles and essays covering diverse subjects in the field of anthropology. Brief summaries of featured articles appear at the beginning of each issue. Includes reviews of current films and books. This journal is indexed or abstracted in *Abstracts of Anthropology*, *Anthropological Literature*, *Social Science Citation Index*, and other similar tools. Recent case studies and reports on the Navajo.

15. *American Indian Culture and Research Journal*. Los Angeles, CA: American Indian Studies Center (University of California, Los Angeles), 1974- . Quarterly.

The *American Indian Culture and Research Journal* is a scholarly publication that provides interdisciplinary articles and essays about Native Americans and their way of life. Articles are indexed in *Sociological Abstracts, Current Index to Journals in Education, Arts & Humanities Citation Index*, and *Social Sciences Index*. Contains a large number of book reviews about Native American subjects.

16. *American Indian Quarterly*. Lincoln, NE: University of Nebraska Press, 1974- . Quarterly.

American Indian Quarterly is a multidisciplinary journal of history, anthropology, literature and the arts. It is available in print and electronic formats. Includes articles on Native American topics in addition to book reviews.

17. *Annual Review of Anthropology*. Palo Alto, CA: Annual Reviews, 1972- . Annual.

This publication contains articles on five major topics within anthropology: archaeology, biological anthropology, linguistics, regional studies, and sociocultural anthropology. Most authors are invited to submit their work by the editorial committee which is composed of scholars from major universities -- Stanford, Michigan, NYU, etc. Each volume has author and subject indexes as well as cumulative indexes of contributing authors and titles. Search terms to use: "Native Americans" and "Navajo."

18. *Cultural Anthropology*. Arlington, VA: American Anthropological Association, 1986- . Quarterly.

This is the official journal of the Society for Cultural Anthropology. As the title suggests, it reproduces essays or reports that deal exclusively with cultural anthropology. It can be searched in major humanities or social science indexes.

Internet Resources:

19. *Alta Vista*. http://www.altavista.digital.com/

Alta Vista permits both simple and advanced searches. It ranks results by the number of matching words and date controls. Searches web pages and news groups.

"Navajo Nation -- Department of Tourism."
http://www.atiin.com/navajoland/index.html
(November 1997)

This is an excellent site for those interested in visiting "Navajo Country." One page gives a brief overview of Navajo culture and history. Other links include a list of attractions and a calendar of upcoming events. Features photographs of Navajo individuals at work and spectacular views of the Southwest region.

20. *Infoseek*. http://www.infoseek.com/

Infoseek offers both a free search option of general information and a fee-based service for more extensive and detailed material. It is a large database consisting of indexes from web pages, news groups, and computer periodicals. Allows "natural language" searching.

"Southwest Tribes and Reservations Guide"
(Encyclopedia of Southwest Native American Indian Tribes and Reservations.)
http://www.thememall.com/Tribes/indians.html-ssi
(November 1997)

This website offers introductory information on Indian tribes located in the American Southwest. The creators actively solicit contributions from Native Americans. A separate page specifically discusses the Navajo. Provides opportunities to participate in Internet discussion groups.

21. *Yahoo!*. http://www.yahoo.com/

Yahoo! is one of the best and well-known online collections of Internet resources. The home page includes a list of broad, subject areas to aid users with refining their searches. Individuals can re-execute queries by "linking" to other search engines.

"Welcome to the Navajo Nation."
http://ccrystal.ncc.cc.nm.us/~vino/NN
(November 1997)

This is the "official website" for the Navajo people. It is a good source for directory information -- addresses, telephone numbers, committee memberships. There is a link to a detailed map of the Navajo reservation. Another link gives a listing of Navajo books, publications, and videos.

Children's Resources:

22. Gridley, Marion E. *Indian Nations: The Story of the Navajo*. New York, NY: G.P. Putnam's Sons, 1971.

Indian Nations: The Story of the Navajo is a general introduction about the Navajo people for younger children. This book briefly describes Navajo legends, customs, and history. One chapter mentions famous tribal members.

23. Sneve, Virginia Driving Hawk. *The Navajos.* New York, NY: Holiday House, 1993.

Written for elementary students, *The Navajos* provides information on the tribe's history, culture, and present day life. A map of the Four Corners Area shows the approximate location of the Navajo Nation. Richly illustrated.

24. Thomson, Peggy. *Katie Henio: Navajo Sheepherder.* New York, NY: Cobblehill Books/Dutton, 1995.

Katie Henio: Navajo Sheepherder is a biographical account of a Native American grandmother who raises sheep and weaves rugs. Through her life experiences, children are introduced to basic Navajo customs and traditions. Color photographs show Katie weaving, gardening, and spending time with her family.

Style Manual:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers.* 4th ed. New York: The Modern Language Association of America, 1995.

INTRODUCTION TO THE NAVAJO CULTURE
A PATHFINDER

Prepared by: Jeffrey A. Sewell

The Navajo are the largest Indian tribe in the United States. Although these Native Americans refer to themselves as the *Dine* or the "People," they acquired the name *Navajo* (which means "cultivated fields") because of their superior farming methods. Other important elements of Navajo culture include: herding sheep, ceremonial sandpainting, weaving, and designing jewelry. This pathfinder can assist you in finding resources on this subject.

⇒ **FIRST, begin looking for reference books and other resources by examining your library's card catalog or computer catalog. Combine the subject "Indians of North America" or "Navajo Indians" with the following terms:**

Art
Dances
Drama
Folklore
History
Juvenile Literature
Legends
Music
Mythology
Pictorial Works
Poetry
Social Life and Customs

⇒ **SECOND, consult encyclopedias and specialized dictionaries for general information on the Navajo people.**

Encyclopedia of North American Indians. New York: Houghton, Mifflin Company, 1996.
Brief, factual articles about the Navajos and Native American social customs.

Dictionary of Indian Tribes of the Americas. 2nd ed. Vol. II. Newport Beach, CA: American Indian Publishers, 1993.
The section on the Navajo discusses many cultural issues.

⇒ **THIRD, study general histories and surveys for more in-depth knowledge about Navajo culture.**

Garbarino, Merwyn S. and Robert F. Sasso. *Native American Heritage*. 3rd ed. Prospect Heights, IL: Waveland Press, 1994.
Specific information about the Navajo can be found in the chapter "The Great Basin and the Southwest."

Underhill, Ruth M. *The Navajos*. Norman, OK: University of Oklahoma Press, 1956.
Examines the history and culture of the Navajo people from their beginnings until approximately 1950.

⇒ **FOURTH, expand your research on this topic by reviewing bibliographies.**

Iverson, Peter. *The Navajos: A Critical Bibliography.* Bloomington, IN: Indiana University Press, 1976.
Recommends works for inclusion in a basic library collection and materials suitable for students.

⇒ **FIFTH, refine your understanding of this subject and keep informed of current developments by reading articles in specialized journals.**

American Indian Culture and Research Journal. Los Angeles, CA: American Indian Studies Center (University of California, Los Angeles), 1974- Quarterly.
Interdisciplinary articles and essays concerning Native American cultures.

⇒ **SIXTH, be sure to scan the Internet for additional data using search engines like *Yahoo!* and *Infoseek.* Websites can be retrieved by inputting terms such as "Native Americans" and "Navajo Indians."**

"Navajo Nation -- Department of Tourism."
http://www.atiin.com/navajoland/index.html
(November 1997)
Follow the links for a list of attractions and a calendar of upcoming events.

"Welcome to the Navajo Nation."
http://crystal.ncc.cc.nm.us/~vino/NN/
(November 1997)
A good source for directory information such as addresses and telephone numbers.

⇒ **SEVENTH, if you are interested in teaching Navajo stories to children, locate and obtain the appropriate age-level materials.**

Sneve, Virginia Driving Hawk. *The Navajos.* New York, NY: Holiday House, 1993.
Explains Navajo history, culture, and present day life to elementary students.

Thomson, Peggy. *Katie Henio: Navajo Sheepherder.* New York, NY: Cobblehill Books/Dutton, 1995.
Introduces children to basic Navajo customs and traditions through the life experiences of a Native American grandmother.

⇒ **FINALLY, if you need further assistance, remember to ask your librarian for help!**

INFORMATION ON EARLY NAVAJO LEADERS IN THE 1800s

Michelle Beattie
LIS 382L.3
Dr. Loriene Roy
Pathfinder 2
3 December 1997

Introduction

The Navajo (Diné) tribe in the Southwestern United States somehow survived the turbulent 1800s, emerging to grow into the largest strongest tribe in the country. Obstacles faced by the Navajo in the nineteenth century included a massacre by United States government troops, annexation of the Navajo land by the United States from Mexico in 1846, and the Civil War. The Navajo weathered removal from their traditional lands in 1864, called "The Long Walk," and resettlement on a reservation in 1867. Who led the Navajo people through this treacherous century?

In traditional social and political organization, the Navajo lived in small residence communities. Informal local groups formed around a local headman (naat'ánii) for the purpose of dealing with outsiders, but no "tribal chief" nor "Chief of the Navajo" presided over the entire Navajo people. Government officials mistakenly entered into treaties with these leaders thinking that they cemented the agreement of the entire Navajo people. This misconception led to distrust, occupation by military forces, and the aforementioned "resettlement." In the 1800s, excellent communicators and negotiators emerged as leaders to represent the Navajo in contact with the United States government. Cultural and artistic innovators are also recognized as leaders.

To find information about Navajo leaders in the 1800s, researchers must face problems unique to Native American biography. Few biographies of native individuals exist. The biographies one can find are often repetitions of stories about the same few famous Native Americans. Researchers may also encounter difficulty establishing heritage, the custom of referring to one native individual by several names, and the inconsistent translation of names.

This pathfinder is intended for use by participants of the Four Directions program and designed specifically for the kindergarten to eighth grade students and educators at the Dilcon, Cottonwood, and Seba Dalkai Boarding Schools. Some of the sources included in the bibliography and pathfinder are scholarly, such as the in-depth histories and the primary sources, and should be utilized by educators. Students should be able to use the general encyclopedias and the biographical encyclopedias. One section of the bibliography and pathfinder includes sources accessible to students, including a bibliography and two in-depth histories.

The sources selected will answer the anticipated questions "what is a leader in the Navajo culture?" "what does a leader do?" "who were the major leaders of the Navajo in the 1800s?" and "what is the historical context surrounding Navajo leaders in the 1800s?" To find materials to answer these questions, I began my search by reading articles about the Navajo in the general Native American encyclopedias such as *American Indians* and *Handbook of North Americans*. These sources gave the historical context of the 1800s and outlined the Navajo territory. Reading about the political structure and the Navajo's loose definition of a leader based on ability to communicate with outsiders assisted the search process. Next, I looked through Native American and American biographical dictionaries, finding much pertinent material. Most of the dictionaries included indexes that listed individuals' names by tribal affiliation.

A search of the online catalog of University of Texas at Austin libraries, using subject headings "Navajo Indians—Biography" and "American Indians—Biography" found no individual biographies (in fact, I have concluded that none exist). I looked through bibliographies and found Hoffman and Johnson's collection of Navajo biographies and the respected in-depth histories. Researchers will have to rely on these in-depth histories for the bulk of their specific biographical information. I selected only those histories that concentrated on political and military history and mentioned historical figures by name. I chose one primary source for inclusion in my bibliography because it is an impressive scholarly work that anyone researching the Navajo should explore and it has wonderful pictures of Navajo leaders. Web searches for Navajo biographical and historical material yielded no worthy sites.

Annotated Bibliography[1]

General Native American Encyclopedias

1. Champagne, Duane. *Native North America: Portrait of the Peoples*. Detroit, MI: Visible Ink Press, 1994.

An abridged version of the *Native North American Almanac,*[2] this source covers native history and culture, protest movements, language, religion, health practices, art, literature, and media. The organization of this source is well suited for finding biographies of Navajo leaders and background information on the Navajo people. A chapter on "Native Peoples of the Southwest" includes a short description of the Navajo Nation and history. The chapter concludes with a collection of biographies of tribal leaders in the southwest region, including Barboncito, Manuelito, and Ganado Mucho (ca. 1809-1893).

2. Markowitz, Harvey, ed. *American Indians*. Pasadena, CA: Salem Press, 1995.

This three volume set offers well written articles on a wide range of topics including tribes, people, places, history, cultural traditions, and contemporary issues. An excellent article summarizes Navajo history and culture and gives further readings. Short biographical entries for Delgadito (fl. 1860s), Barboncito (ca. 1820-1871), Manuelito (ca. 1818-1984), and Henry Chee Dodge (1860-1947) give birth and death dates, variant names, historical significance, and drawings or photographs.

3. Ortiz, Alfonso, ed. *Handbook of North American Indians*. Vol. 10, Southwest, Washington, D.C.: Smithsonian Institution, 1983.

Published by the Smithsonian, this highly regarded work includes lengthy articles providing background on the Navajos and their history. Important articles related to Navajo leaders in the 1800s are: "Navajo Pre-History and History to 1850," "Navajo History, 1850-1923," and "Navajo Social Organization." Navajo leaders are mentioned in context along with a few photographs.

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[1] Style Manual used in creating citations: Turabian, Kate. *A Manual for Writers of Term Papers, Theses, and Dissertations, 6th edition*. Chicago: University of Chicago Press, 1996.

[2] Champagne, Duane. *Native North American Almanac*. Detroit, MI: Gale Research Inc., 1994.

Native American and American Biographical Dictionaries

4. CISCO, *Biographical Dictionary of Indians of the Americas*. Newport Beach, CA: American Indian Publishers, 1991.

This two volume set contains hundreds of short biographies of native people of North and South America. Biographies include a photo of the subject, variant names, and further readings. A variant name index and index to tribes simplified searching. Fifty-nine biographical entries were listed in the Index to Tribes under Navajo; the source offers extensive coverage.

5. Dockstader, Fredrick. *Great North American Indians: Profiles in Life and Leadership.* New York: Van Nostrand, 1977.

This well respected work contains substantial (one to three pages) entries with photographs for individuals of native heritage who contributed to history. Cultural and artistic leaders accompany military and political leaders. A tribal listing shows nine entries under "Navajo" including Atsidi Sani (ca. 1830-1870), Barboncito, Henry Chee Dodge, Ganado Mucho, and Manuelito.

6. Johansen, Bruce E. and Donald A. Grinde, Jr. *The Encyclopedia of Native American Biography*. New York: Henry Holt and Co., 1997.

This excellent source includes both native and non-native peoples influential in Native American history. Short entries contain superior heritage, language, and variant name information along with further readings. Several less well known Navajo such as Armijo (fl. mid-1800s), Herrero Grande (fl. mid-1800s), and Hosteen Klah (1867-1937) are covered.

7. Malinowski, Sharon, ed. *Notable Native Americans*. New York: Gale Research, 1994.

Malinowski writes 465 substantial (one to four pages) entries, including photographs, on notable Native Americans throughout history. Historical entries comprise thirty percent and contemporary or twentieth century individuals make up seventy percent of the entries. Signed narrative essays include name variants, photographs or illustrations, and a list of reference sources. The Index of Tribal Groups/Names points the reader to Navajo biographies, including Henry Chee Dodge, Barboncito, and Manuelito.

8. Waldman, Carl, ed. *Who Was Who in Native American History: Indians and Non-Indians for Early Contacts Through 1900*. New York: Facts on File, 1990.

Short entries include name variants and see references in a short description of pivotal events and influence in individual's life. Included are non-natives involved in native history and individuals from the United States and Canada. An appendix lists biographical entries for Armijo, Barboncito, Delgadito, Henry Chee Dodge, Ganado Mucho, and Manueilto under "Navajo."

Native American Biographical Compilations (Monographs)

9. Hoffman, Virginia and Broderick H. Johnson. *Navajo Biographies*. Rough Rock, AZ: Navajo Curriculum Press, 1974.

Hoffman and Johnson's work is cited in almost every biographical dictionary and has been reprinted several times. It is one of the few biographical monographs covering only Navajo individuals. This source includes lengthy articles on Narbona, Antonio Cebolla Sandoval, Zarcillos Largos, Manuelito, Barboncito, Ganado Mucho, Jesus Arviso, Henry Chee Dodge, and Sam Ahkeah.

10. Moses, L. G. and Raymond Wilson, eds. *Indian Lives: Essays on Nineteenth and Twentieth Century Native American Leaders*. Albuquerque, NM: University of New Mexico Press, 1985.

This sources offers seven essays on Native American leaders from many tribes, chosen because their lives illustrate the complicated state in which Native Americans live, balancing loyalties, history, and modernity. Articles include bibliographies and photographs. Henry Chee Dodge is the only Navajo included.

Navajo In-depth Histories

11. Frink, Maurice. *Fort Defiance and the Navajos*. Boulder, CO: Pruett Press, 1968.

Frink's book describes the events surrounding Fort Defiance, "the storm center of the Navajo Wars"[3] and the United States Army fort built on the Navajo lands in 1851. Fort Defiance later became the government administrative headquarters and the site of the first day school for Navajo children in 1869. Frink's book includes valuable information about leaders, including photographs and the role they played in historical events.

12. McNitt, Frank. *Navajo Wars: Military Campaigns, Slave Raids, and Reprisals.* Albuquerque, NM: University of New Mexico Press, 1972.

McNitt recounts the conflicts between the Navajo and the Spanish, Mexican, and American disputants, starting with the first Spanish contact in 1541 up to 1861 when the American Civil War came to New Mexico. He describes the United States Army officers and their policies towards the Navajo. Navajo leaders are recognized and consistently referred to by name.

13. Underhill, Ruth M. *The Navajos*. Norman, OK: University of Oklahoma Press, 1956.

Underhill's goal in *The Navajos* is to show the evolution of the Navajo people from nomads to pastorialists to "modern wage earners." History in the 1800s is illustrated in detail with emphasis on the contributions of various Navajo leaders. The scholarly work is often quoted and referenced in encyclopedias and articles and called the "standard one volume history of the Navajos."[4]

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[3] Frink, Maurice. *Fort Defiance and the Navajos*. Boulder, CO: Pruett Press, 1968: 1.

[4] Iverson, Peter. *The Navajos: A Critical Bibliography*. Bloomington, IN: Indiana University Press, 1976: 2.

Navajo and Native American Bibliographies

14. Hirschfelder, Arlene B., Mary Gloyne Byler, and Michael A. Dorris. *Guide to Research on North American Indians*. Chicago: American Library Association, 1983.

This guide to the literature on Native Americans for the general reader offers detailed descriptions of over 1,100 books, articles, government documents, and other written materials. The arrangement places entries into twenty-seven chapters under four broad subject headings, rather then by tribe. Several important Navajo-related works can be located using the index, looking under "Navajo" or the author/title index.

15. Iverson, Peter. *The Navajos: A Critical Bibliography*. Bloomington, IN: Indiana University Press, 1976.

This guide to reliable sources in the study of Navajo history contains bibliographic essays and an alphabetic listing of items. The author denotes materials appropriate for secondary school students with an asterisk. Iverson points out the most important texts and identifies hard to locate, but valuable materials.

Periodical Indexes

16. *America, History and Life*. Santa Barbara, CA: ABC-CLIO. Database available on CD-ROM.

An indexing and abstracting service covering Canadian and United States history, *America, History and Life* includes scholarly journals, book reviews, dissertations, and books. To search for biographical information on Navajo leaders on the CD-ROM version, try terms such as "Navajo," "leader," "history," or the name of the leader. Searching this database uncovered articles with titles such as "Gravestones for Ganado Mucho: A Contribution to Navajo Ethnohistory" from the journal *Masterkey* and "The Origins of the Navajo Indian Police" from *Arizona and the West*.

Sources of Primary Materials

17. Correll, J. Lee. *Through White Men's Eyes A Contribution to Navajo History. A Chronological Record of the Navajo People from Earliest Times to the Treaty of June 1, 1868.* Window Rock, AZ: Navajo Heritage Center, 1979.

An expanded seven volume version of the *Navajo Historical Calendar*, published in 1968, this source is a collection of accounts of the daily events constituting Navajo history in the 1800s. Most of the historical documentation come from the United States government agents and soldiers on the Navajo land, allowing an interesting perspective on history. Sources include newspaper accounts, journals, treaties, and other government documents compiled with little comment or editing. Each volume is indexed; historians or students can look up an individual's name and find primary materials related to him or her and lots of beautiful photographs.

Sources Appropriate for Students

18. Bighorse, Tiana. *Bighorse the Warrior*. Tucson, AZ: University of Arizona Press, 1990.

A fascinating account of the life of Gus Bighorse (1846?-1939), a member of the Navajo tribe and eyewitness to the tumultuous late-1800s. Bighorse listened to the famous leaders found in the literature. His daughter recounts the effect leaders had on the members of the tribe. The reading level is accessible to middle school or high school.

19. Kuipers, Barbara J. *American Indian Reference Books for Children and Young Adults.* Englewood, CO: Libraries Unlimited, Inc., 1991.

This outstanding bibliography consists of two parts. One is a collection of essays about selecting, publishing, and incorporating into the curriculum Native American materials for school-age students. The second part is a collection of detailed annotations of Native American materials arranged by Dewey Decimal classification numbers. The index lists sources specifically related to the Navajo in the index under "Navajo Indians," but general sources will lead to information about Navajo history and leaders as well.

20. Roessel, Ruth, ed. *Navajo Stories of the Long Walk Period.* Tsaille, AZ: Navajo Community College Press, 1973.

Roessel edits a collection of anecdotes and stories as told to the descendants of participants of events in 1864. The United States Government removed the Navajo from their land to Fort Sumner, causing despair and sickness among the people. Stories of other events around the same period give an interesting perspective to Navajo history and insight into the actions of leaders.

INFORMATION ON EARLY NAVAJO LEADERS OF THE 1800s

A Pathfinder Prepared by Michelle Beattie

In traditional social and political organization, the Navajo (Dinè) lived in small residence communities. Informal local groups formed around a local headman (naat'ánii) for the purpose of dealing with outsiders. In the 1800s, excellent communicators and negotiators emerged as leaders in the contacts between the Navajo people and the United States government. Cultural and artistic innovators are also recognized as leaders. This pathfinder will assist you in locating information on Navajo leaders in the 1800s.

- **First,** gain a background knowledge of Navajo history in the turbulent 1800s. Examine some general **Native American encyclopedias and handbooks**, looking for articles under the subject "Navajo." These encyclopedias may also contain entries for specific Navajo leaders.

Ortiz, Alfonso, ed. *Handbook of North American Indians*. Vol. 10, Southwest, Washington, D.C.: Smithsonian Institution, 1983.

A respected work covering Native Americans of the Southwest, provides a strong introduction to Navajo culture and history.

Markowitz, Harvey, ed. *American Indians*. Pasadena, CA: Salem Press, 1995.

Three volumes of clear articles on a wide range of topics including tribes, people, places, history, and more. A few Navajo leaders are represented in this source.

- **Second,** explore **biographical dictionaries** of Native Americans. Most offer indexes where the individual's name is listed by tribe.

Biographical Dictionary of Indians of the Americas. Newport Beach, CA: American Indian Publishers, 1991.

Two volumes of hundreds of short biographies of native people of North and South America. Entries include a photo of the subject, further readings, and other names by which the person is known.

Johansen, Bruce E. and Donald A. Grinde, Jr. *The Encyclopedia of Native American Biography*. New York: Henry Holt and Co., 1997.

An excellent source including both native and non-native peoples influential in Native American history. Lesser known leaders are included.

Dockstader, Fredrick. *Great North American Indians: Profiles in Life and Leadership*. New York: Van Nostrand, 1977.

A well respected work containing substantial entries for individuals of native heritage who contributed to history. Cultural and artistic leaders accompany military and political leaders.

- **Third,** check your library's card catalog or online catalog for books that are **individual biographies** or **collections of biographies** of Native American leaders. Look in your card catalog under the subject headings: "Indians of North America—Biography" or "Navajo Indians—Biography."

Moses, L. G. and Raymond Wilson, eds. *Indian Lives: Essays on Nineteenth and Twentieth Century Native American Leaders*. Albuquerque, NM: University of New Mexico Press, 1985.

Offers several essays on Native American leaders from many tribes. Articles include bibliographies and photographs.

Hoffman, Virginia and Broderick H. Johnson. *Navajo Biographies*. Rough Rock, AZ: Navajo Curriculum Press, 1974.
An often-cited compilation of biographies of Navajo leaders.

- **Fourth,** read **in depth histories** of the Navajo people in the 1800s. Histories place leaders in context and add to your understanding of their significance. You can find these in the card catalog under the subject headings: "Navajo Indians—History," "Navajo Indians—History—19th Century," or "Navajo Tribe."

Frink, Maurice. *Fort Defiance and the Navajos*. Boulder, CO: Pruett Press, 1968.
An account of the Navajo and the United States Army Fort built on the Navajo lands in 1851. Includes valuable information about leaders, including photographs.

McNitt, Frank. *Navajo Wars: Military Campaigns, Slave Raids, and Reprisals.* Albuquerque, NM: University of New Mexico Press, 1972.
A description of conflicts between the Navajo and the Spanish, Mexican, and American disputants up to 1861.

- **Fifth**, look at **bibliographies** and **research guides** to locate titles and descriptions of more books and periodicals on Navajo history and leaders.

Hirschfelder, Arlene B., Mary Gloyne Byler, and Michael A. Dorris. *Guide to Research on North American Indians*. Chicago: American Library Association, 1983.
A guide to the literature on Native Americans for the general reader providing detailed descriptions of the sources reviewed.

Iverson, Peter. *The Navajos: A Critical Bibliography*. Bloomington, IN: Indiana University Press, 1976.
A guide to reliable sources in the study of Navajo history.

- **Sixth, periodical indexes** will allow you to search for articles on a specific leader or Navajo history in general. For help searching, ask your librarian.

America, History and Life. Santa Barbara, CA: ABC-CLIO, 1989
Article abstracts from of historical sources in the United States and Canada.

- **Seventh,** if needed, check for **resources appropriate for students.** Look under the same subject headings in the card catalog with the extension "Juvenile" on the subject headings or look at bibliographies of children and young adult materials, such as:

Kuipers, Barbara J. *American Indian Reference Books for Children and Young Adults.* Englewood, CO: Libraries Unlimited, Inc., 1991.
Contains detailed annotations of Native American materials for students.

Bighorse, Tiana. *Bighorse the Warrior*. Tucson, AZ: University of Arizona Press, 1990.
An account of the life of Gus Bighorse (1846?-1939), a member of the Navajo tribe and eyewitness to the tumultuous 1800s as told to his daughter.

**********If you need any assistance, **ask your librarian**. ************

Introduction to the Oneida Culture:
People of the Standing Stone

a pathfinder

Rex G. Pyle
LIS 38L.3
Social Sciences Reference
Dr. Loriene Roy
December 3, 1997

Introduction to the Oneida Culture: People of the Standing Stone

The Oneida Indians are one of the original five tribes of the Iroquois Confederacy. Originally located in New York state, in the 1800's they dispersed into Ontario and Wisconsin, with a small number remaining in New York. During the Revolutionary War, they fought with the Colonists against the British, and it is legend that an Oneida woman fed Washington's army during the winter at Valley Forge. This important group has remained as vital today as it was then, being the first Native American Indian tribe to have its own World Wide Web site.

This pathfinder, created for participants in the Four Directions project, is intended to provide a means to research the Oneida people and their culture. In keeping with the Four Directions project's mission to explore the educational uses of technology, I have included a number of Web sites in addition to the more traditional print resources. In addition, I have tried to include sources for use by both students and teachers. My primary criterion in choosing sources for inclusion in this pathfinder was currency. While the topic of traditional Oneida culture may not have changed much over the last ten or twenty years, the manner of treatment it receives certainly has. I examined the sources while keeping ethnic sensitivity in mind at all times. However, I did choose to include some older materials due to their comprehensive nature. In choosing Web sites, I tried to stay with those that dealt specifically with the Oneida, though I did include several sites that had comprehensive listings of links to other Native sites. I did this in the hopes that as more Oneida sites are created in coming months and years, they will be linked to by these general sites. Finally, I tried to keep in mind some basic questions that people might have about Oneida culture, such as "What is the Oneida religion like?" and "What kind of foods do the Oneida eat?"

My search for appropriate sources began at the Perry-Castaneda Library at the University of Texas at Austin. I browsed in the reference room in the E90's and located several excellent general reference sources on Native Americans. A number of these have been included in the annotated bibliography. In addition, the bibliographies and "For Further Reading" lists of these sources provided a starting point for locating appropriate monographs. I also looked in UTCAT under the subjects "Oneida" and "Indians of North America--New York (and Wisconsin and Ontario)." Some more general sources were found by searching under "Iroquois" in UTCAT. Finally, I conducted a search on the Web using the search engines HotBot and AltaVista, using search terms such as "Native Americans" and "Oneida." These resulted in often startlingly large numbers of hits, which I then slowly waded through, using the previously mentioned criteria.

Hopefully, this pathfinder will only be the beginning of many forays into the interesting and long-lived culture of the Oneida people.

Annotated Bibliography

Note: I have used the following style manual for my entries:

Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers.* New York:
The Modern Language Association of America, 1995.

General Reference Sources

1. Cisco, ed. *Dictionary of Indian Tribes of the Americas.* Newport Beach: American Indian Publishers, Inc., 1993.

This dictionary (really more of an encyclopedia) is comprised of three volumes. Though the entries are unsigned, they do have rather lengthy bibliographies. The entry on the Oneida is three pages long, has one photograph, and is focused on history.

2. Hoxie, Frederick E., ed. *Encyclopedia of North American Indians.* Boston: Houghton Mifflin Co., 1996.

According to the introduction to this one-volume encyclopedia, the book explores four themes: Indians are people; Indians change; Indians are a permanent part of American life; and Indians have voices. The quality of writing in the brief signed entries is fairly even and satisfactory. The Oneida entry, which again focuses on history, is one-and-a-half pages long and was written by a member of the Oneida Nation of Wisconsin, which lends a note of validity to the information contained therein.

3. **Leitch, Barbara. *A Concise Dictionary of Indian Tribes of North America.* Algonac: Reference Publications, Inc., 1979.**

This one-volume work consists of short entries which cover basic history and culture of various tribes. The Oneida entry is two pages long and is quite concise and informative. Though this is a good source of basic information on Indian tribes, in-depth information must be sought elsewhere.

4. **Markowitz, Harvey, ed. *Ready Reference: American Indians.* Pasadena: Salem Press, Inc., 1995.**

This three-volume set is comprised of short unsigned entries. At the beginning of each entry is a listing of basic information: culture area, language group, primary location, and population size. One major bonus for this book is that it contains many more photos than any other reference book examined.

5. **Sturtevant, William, ed. *Handbook of North American Indians.* Washington: Smithsonian Institute, 1978.**

As the name "Smithsonian Institute" implies, this vast (yet incomplete) multivolume set is a scholarly masterpiece, the *Encyclopaedia Britannica* for Native American studies. The volume on Indians of the Northeast, which contains a ten-page entry on the Oneida, is nearly 1000 pages of signed articles which can be accessed using the volume's comprehensive index. The inclusion of many illustrations and maps alongside excellent articles make this an indispensable tool for Native research.

6. Waldman, Carl. *Encyclopedia of Native American Tribes*. New York: Facts on File Publications, 1988.

This volume of unsigned articles is ideal for younger audiences (upper elementary through high school). The focus is on history, and the inclusion of lots of full-color illustrations will make this popular with younger readers. The only drawbacks to this work are lacks in both depth of coverage and "For Further Reading" lists.

Books on Indians with Information on the Oneida

7. Bieder, Robert E. *Native American Communities in Wisconsin, 1600-1960: A Study of Tradition and Change*. Madison: The University of Wisconsin Press, 1995.

While this book does not focus on the Oneida tribe, it does provide some good information on the tribe's migration from New York to Wisconsin after the American Revolution. The book also includes a great deal of information about the other tribes residing in Wisconsin, some of which were forced to give up land upon the Oneidan migration. Finally, the book's currency and extensive bibliography make it a valuable resource.

8. **Hertzberg, Hazel W. *The Great Tree and the Longhouse: The Culture of the Iroquois.* New York: The Macmillan Company, 1966.**

Though the subject of this book is the Iroquios and not specifically the Oneida tribe, it does contain a number of references to the Oneida. With many illustrations and a story-like text, this is a good introductory book for junior high and high school students interested in the mythology, customs, and history of these northeastern Indians. The fact that the book is a product of the American Anthropological Association and the National Science Foundation lends a certain amount of authority to this title.

9. **Richter, Daniel K. *The Ordeal of the Longhouse: The Peoples of the Iroquios League in the Era of European Colonization.* Chapel Hill: University of North Carolina Press, 1992.**

This recent scholarly text contains vast amounts of information on the Iroquios and a number of references specific to the Oneida tribe. In addition to the main body of the text, this book also has nearly 150 pages of notes and bibliographic citations. Like the previous book, its authority is cemented by its association with a scholarly institute, this time the Institute of Early American History and Culture.

Books on the Oneida

10. Campisi, Jack and Laurence M. Hauptman, eds. *The Oneida Indian Experience: Two Perspectives.* Syracuse: Syracuse University Press, 1988.

This recent text is a collection of articles by professors and Oneidans. The book is divided into two distinct sections, the first covering the "Time of Troubles," from 1784-1934, and the second covering "the Oneida Reemergence," from 1900 to the present. The book has a lengthy bibliography and information on all authors included.

11. Pratt, Peter P. *Archaeology of the Oneida Iroquois, Vol. 1.* George's Mills: Man in the Northeast, Inc., 1976.

This book provides a methodical analysis of the archaeological record of the Oneida in New York state. While it is extremely technical in the writing style in its discussion of the archaeological record, the earlier sections of the book describing the physical setting and the history of the Oneida are quite helpful. In addition, the book has about thirty pages of plates showing Oneidan artifacts.

12. Richards, Cara E. *The Oneida People.* Phoenix: Indian Tribal Series, 1974.

An excellent book about the history and culture of the Oneida people. Though the book is not currently up-to-date, it does offer much insight into the problems the

Oneida have faced over the past centuries since first contact with Europeans. The book also has many nice photos which offer a first-hand glimpse into the world of this tribe.

13. Ritzenthaler, Robert E. *The Oneida Indians of Wisconsin.* Milwaukee: Public Museum of the City of Milwaukee, 1950.

Though quite out of date and most likely out of print, this fifty-page publication does provide some good in-depth information on the Oneida people. It covers history, economy, religion, politics, and general culture (housing, clothing, food, occupation, and material culture). Finally, the book includes an orthography to aid in pronunciation of Oneidan words and a fairly lengthy, though out of date, bibliography.

Web Sources

14. *Lisa Mitten's Native American Sites.* Internet. Online. http://info.pitt.edu/~lmitten/indians.html.

While the only Web source on the Oneidas that this Web site links to is the one listed next in this bibliography, this Web source does link to many other more general Web sources. Truly a labor of love, Lisa Mitten has created what may be the most valuable site on the Web for Native resources. A good place to start for any Native research.

15. *Oneida Indian Nation Home Page.* Internet. Online.

http://www.one-web.org/oneida/index.html.

The Oneida Indian Nation was the first Indian tribe to create their own Web site. This attractive site contains many links, including links to web exhibits (of arts, crafts, and cultural artifacts) and a language page that pronounces several Oneida words. The only problem that I have with the site is that sometimes the quality of writing is rather poor.

The People of the Standing Stone:
A Pathfinder to the Culture of the Oneida People

One of the original five tribes of the Iroquios Confederacy in what is now New York state, the Oneida people are today distributed among three primary locations: Wisconsin, New York, and Ontario. Though over the years they have suffered many of the same injustices as other Native American Indian tribes, their rich culture has endured. Today, as the first Indian tribe to embrace technology through the creation of a World Wide Web site, they are as vital as they were before the coming of the Europeans.

For some good introductory material on the Oneida people, try these reference sources:

Markowitz, Harvey, ed. *Ready Reference: American Indians*. Pasadena: Salem Press, Inc., 1995.

Hoxie, Frederick E., ed. *Encyclopedia of North American Indians*. Boston: Houghton Mifflin Co., 1996.

For more in-depth coverage, try this reference source:

Sturtevant, William, ed. *Handbook of North American Indians*. Washington: Smithsonian Institute, 1978.

For younger readers, check out this reference source:

Walsman, Carl. *Encyclopedia of Native American Tribes*. New York: Facts on File, 1988.

If you'd like to read about the Iroquios Confederacy, of which the Oneida were one of the five original member tribes, look at these books:

Hertzberg, Hazel W. *Great Tree and the Longhouse: The Culture of the Iroquios*. New York: The MacMillan Company, 1966.

Richter, Daniel K. *The Ordeal of the Longhouse: The Peoples of the Iroquios League in the Era of European Colonization*. Chapel Hill: University of North Carolina Press, 1992.

These books offer a lot of information specific to the Oneida, their history, and their culture:

Campisi, Jack and Laurence M. Hauptman, eds. *The Oneida Indian Experience: Two Perspectives*. Syracuse: Syracuse University Press, 1988.

Richards, Cara E. *The Oneida People*. Phoenix: Indian Tribal Series, 1974.

Finally, for current information on the Oneida people, check out their Web site:

Oneida Indian Home Page. Internet. Online. http://www.one-web.org/oneida/index.html

If your library does not have these books, ask your librarian about interlibrary loan.

Rex Griffin Pyle
December 3, 1997

INTRODUCTION TO PENOBSCOT CULTURE: A PATHFINDER

CHRISTINA HOLMES
LIS 382L.3
DECEMBER 3, 1997

The Penobscot are a Native American tribe who live in Maine on the Penobscot River and Bay. They were one of the first tribes encountered by Europeans in the 17th century. Culturally and linguistically, the Penobscot are closely related to the Abenaki who live nearby in Maine and Canada. Together with the Malaseet, Micmac, and Passamaquoddy they form the Wabanaki or "People of the First Light." In 1995 the Penobscot Tribal Census showed a membership of three thousand people with approximately four hundred living on Indian Island, the Penobscot Reservation. The entire reservation comprises all two hundred islands in the Penobscot River between Old Town and Medway. The United States Federal Government recognized the Penobscot Indian Nation in 1980 as a result of the Maine Indian Land Claims Act.

My purpose in creating this pathfinder is to lead the information seeker to both print and Internet sources that present an introduction to the history and culture of the Penobscot. The clients for this pathfinder are the kindergarten through eighth grade students and the faculty of Indian Island School on Indian Island, Maine involved in the Four Directions Project. The sources and references are those that the students and teachers can hopefully find in a public library, school library, or academic library, and on the Internet. This pathfinder attempts to provide sources to which students and teachers can refer for answers to questions about the Penobscot concerning their history, both before and after the Europeans made contact, what kind of clothing they may have traditionally wore, how they subsisted, who was and may still be important in their community, and what life is like on Indian Island today. Students and faculty may want to know what kind of traditional stories the Penobscot or Abenaki have. They may also want modern literature either written about or written by Penobscot or Abenaki individuals. Criteria for titles included in the bibliography include the amount of information a source devotes to the Penobscot, Abenaki, or Wabanaki. All sources have more than a single paragraph. Another criteria is the authority of the work. All authors and contributors of materials are either Native American, experts in the field, or used primary sources to write their work. Because part of the audience for this pathfinder are children, none of the sources are scholarly or technical and all are suitable for a popular audience. The only exception is the Encyclopedia of World Cultures, which speaks from an anthropological standpoint. Not knowing what kind of library the audience has access to, I include sources found at both an academic and public library.

I started my search on the Penobscot with a subject search in UTCAT, the online catalog at the University of Texas at Austin, using the subject heading "Indians of North America" and qualifying it with such terms as "bibliographies," "encyclopedias," and "handbooks." This yielded such sources as Encyclopedia of North American Indians and The Native North American Almanac. Looking in the indexes of these books, I found that the Penobscot are often linked with the Abenaki . Because of their close relationship, I used both as subject terms. I also scanned the shelves from E 76.2 to E 98 in the Perry-Castañeda Library, the graduate library on campus. I found web sites using the "Hot Bot" search engine with the keywords "Penobscot Indians," "Abenaki," and "Wabanaki." This was a successful search and yielded a few good web sites with links to more specific sites such as "Wabanaki & Abenaki Internet Resources."

Bibliography*

1. Annance, Louis. "Alnombak/Wabanaki Links." Oct. 1997. http://members.aol.com/Alnombak/wabanaki.html (Nov. 18, 1997).

Annance compiles a list of links to other websites about Malaseet, Micmac, Passamaquoddy, and Penobscot history, crafts, literature, and music. Among the sites listed are the University of Maine, a document from the Library of Congress' American Memory Project entitled "A Visit With Henry Mitchell" who was a Penobscot canoe maker, and the "Penobscot Indian Art Homepage" in which the viewer can see examples of Penobscot crafts and hear samples of native music. This is a list of links the user has only to click on to find more information on the Penobscot or Wabanaki.

2. Bowman. "Index by Tribe." http://nativeauthors.com/search/tribe/abenaki.html (Oct. 25, 1997).

This website contains a bibliography which includes Abenaki, Sokoki, Penobscot, Passamaquoddy, Micmac, Maliseet, and Pennacook titles. A special link lists books by Joseph Bruchac. Other title headings include legends on cassette, history, history-anthologies, biography, education and resources, poetry, and music on cassette. Prices for each title are listed and can be ordered online. This is a great resource for educators.

3. Bruchac, Joseph. Dawnland. Golden, CO: Fulcrum, 1993.

Bruchac, an Abenaki writer, tells the story of Young Hunter in this fictional novel for young adults. A threat hangs over his people and Young Hunter, an Abenaki, is called to defend them from this shadow. He sets out on a journey with his dogs and Long Thrower, a special weapon with powers he must learn to use. The reader will come away with a greater understanding of the ways of native peoples, ways built on preserving the balance and harmony with nature. Bruchac combines both historical facts and native myths to create this story.

4. -----. Gluskabe and the Four Wishes. New York: Cobblehill, 1995.

In this book for children, Bruchac retells a traditional story of Gluskabe, an Abenaki culture hero, and his grandmother, Woodchuck. In this particular story, four Abenaki men seek out Gluskabe, having heard that he will grant anyone one wish. Three of the men are selfish and ask for wishes for themselves, while the fourth man wishes to be a great hunter to feed his people. Bad luck befalls the three selfish men and the fourth has his wish granted becoming a great hunter. The story is enhanced by beautiful illustrations by Christine Nyburg Shrader. Bruchac states in an author's note that these stories are strong teaching stories, but are meant to entertain as well.

5. Champagne, Duane, ed. The Native North American Almanac: A Reference Work on Native North Americans in the United States and Canada. Detroit, MI: Gale Research, 1994.

This work covers a broad scope of topics about Native North Americans. Topics include history and historical landmarks, health, law, legislation, environment, languages, religion, and arts. Signed essays, annotated directory information, and documentary excerpts comprise the first sixteen chapters of this work followed by a chapter of biographies of prominent Native Americans. There is a glossary, general bibliography, as well as both an occupation and general index. For information about the Penobscot, mainly about their land claims, the user should look in the general index under "Penobscot."

6. Cisco, ed. Biographical Dictionary of Indians of the Americas. Newport Beach, CA: American Indian Publishers, 1991.

This two volume work collects nearly two thousand biographies as well as one thousand portraits of Native Americans on whom "heritage could be well established." Volume one contains an alphabetical biography list and ready reference. Volume two lists variant name spellings of individuals and an index to tribes to which individuals belong. For information on prominent Penobscot, Abenaki, or Wabanaki individuals, the user should look under the variant spelling "Abnaki" and "Pennacook" in the "Index to Tribes."

7. -----. Dictionary of Indian Tribes of the Americas. 2nd ed. New Port Beach, CA: American Indian Publishers, 1995.

This is a three volume work with approximately 1,154 entries that cover language and culture, history, and population figures of Native American tribes. Volume three is an index in which the reader can find the subject terms "Abnaki," a variant spelling of Abenaki, and "Wabanaki Confederacy." The article on the Abnaki is two and a half pages with a short bibliography. The article includes photos.

8. Dill, J.S. "Abenaki History." July 1997. http://www.dickshovel.com/aben.html (Nov. 25, 1997).

This website is part of the "First Nations" website, a reference source of Native Americans. The author is in the process of compiling short histories of all the tribes of North America from contact to 1900. The viewer can find information on where the Abenaki lived, their population and how it was affected by Europeans, different names the nation is known by, their language, divisions, culture, and an abbreviated history. There are further links of reference at the end of the page, including links to other tribes mentioned in the Abenaki history.

9. Gill, Sam D. and Irene F. Sullivan. Dictionary of Native American Mythology. Santa Barbara, CA: ABC-CLIO, 1992.

The authors compile an alphabetical list of people, animals, and objects important in Native American mythology. Entries are brief and most have cross references. There is a bibliography at the back of the book and most entries refer to this bibliography for further reading. In the "Index by Tribe," the subject term "Abenaki" has references to the bibliography list, while the subject term "Penobscot" refers the reader to entries in the dictionary.

10. Hendon, Julia A., ed. Anthropological Literature: An Index to Periodical Articles and Essays. Cambridge, MA: Tozzer Library, Harvard University, 1979- .

This quarterly index is available in paper, online, and in CD-ROM format. It covers a wide range of topics including archeology, physical anthropology, cultural and social anthropology, and linguistics. It also reviews books and journals, films, videos, and sound recordings. There is a subject index in the paper format, with a list of authors and a list of journals indexed. For specific articles and reviews about the Penobscot, the researcher can use the subject terms "Penobscot," "Penobscot Indians," "Abnaki," or "Abnaki Indians."

11. Hoxie, Frederick E., ed. Encyclopedia of North American Indians. New York: Houghton Mifflin, 1996.

This encyclopedia compiles an alphabetical list of entries of tribes, biographies, and interpretive entries that present a brief overview of these topics. The entries cover historical eras and cultural traditions while defining terms and events "frequently misunderstood." Each entry has a short bibliography for further study. The general index includes the subject terms "Abenaki" and "Passamaquoddy/Penobscot" which leads the reader to fairly lengthy, signed articles presenting a historical overview of these closely connected people. It also contains a list of contributors.

12. "Indian Island School." 1997. http://challenge.ukans.edu/Indian-Island/index.htm (Nov. 18, 1997).

This website is the homepage of the Indian Island School on the Penobscot Reservation of Indian Island. Indian Island School comprises early education and grades kindergarten through eighth. The browser can find information about programs at the school, the students, and the faculty. By clicking on "Community," the user can scroll down that page and again click on "Brief History" to get a short essay on Penobscot history. There are also links to such prominent Penobscots as "Louis Sockalexis," a major league baseball player who played for the Cleveland Spiders, changed to the Cleveland Indians after Sockalexis. This source is excellent for current information on the Penobscots of Indian Island.

13. Johansen, Bruce E. and Donald A. Grinde, Jr. The Encyclopedia of Native American Biography: Six Hundred Life Stories of Important People From Powhatan to Wilma Mankiller. New York: Henry Holt and Company, 1997.

This encyclopedia is a reference guide with six hundred entries of both Native Americans and non-Natives important to Native Americans in some way. Some entries include a short bibliography for further reading. The alphabetical index lists both "Abnaki," a variant spelling of Abenaki, and "Penobscot."

14. Klein, Barry T., ed. Reference Encyclopedia of the American Indian. 7th ed. West Nyack, NY: Todd Publications, 1995.

This is a fairly comprehensive work covering a wide range of topics. The first few sections contain directory type information about reservations, communities and tribal councils, other Indian tribes and groups, Federally recognized tribes, government agencies, national associations, schools, Indian education programs, Indian health services, museums, monuments and parks, and libraries and research centers. These sections are generally divided by state. For Abenaki and Penobscot, the researcher should look under "Maine." Others sections contain bibliographies of audiovisual aids and books. "Abenaki Indians" are listed in the "Bibliography Subject-Index" on page 539. This is an excellent reference source for educators.

15. McBride, Bunny. Molly Spotted Elk: A Penobscot in Paris. Norman, OK: University of Oklahoma Press, 1995.

Using personal diaries, letters, personal interviews with family members and friends, as well as secondary resources, McBride tells the life story of Molly Spotted Elk, a Penobscot born in 1903 on Indian Island, Maine. The oldest of eight children, Molly grew up in a poor household learning about hard work. She left home at a young age to pursue a life on stage as a vaudeville dancer. Molly eventually found her way to Europe, only to have to flee with her young daughter when the Germans occupy France. Throughout her life, Molly Spotted Elk was committed to learning and keeping her Penobscot heritage. Not only does McBride's work chronicle Molly's life, but also chronicles a history of life on the Penobscot Reservation in the first half of this century.

16. Mead, Alice. Crossing the Starlight Bridge. New York: Bradbury Press, 1994.

In this juvenile fiction book, Mead tells the story of Rayanne Sunipass, a young Penobscot girl ,who must move away from the island where she has always lived. She promises herself and her pet rabbit, Hop, that she will return. Rayanne learns to adapt to her new life and friends in town and wonders if she can keep the promises she made. The author, while not native herself, is interested in Wabanaki culture, including art works and traditional legends.

17. Miller, Steve. Aug. 1997. "Abenaki Home Page." http://millennianet.com/slmiller/abenaki/index.htm (Oct. 25, 1997).

Miller compiles a list of Abenaki related links on this website. These links cover history, people, contacts, maps, and teachings about Native Americans. The user can click on "links" to find more specific links to sites about the Penobscot, Wabanaki, and a large selection on Abenaki sites. All of these sites are strong on community and history. Miller also includes a "People Page" designed as "a common meeting ground for all Abenaki tribes and their relatives."

18. O'Leary, Timothy J. and David Levinson, ed. North America. Vol. 1, Encyclopedia of World Cultures. Boston, MA: GK Hall, 1991.

This encyclopedia is a ten volume anthropology work ordered by geographical regions of the world. Volumes one through nine contain about 1, 500 entries with maps, glossaries, and indexes of alternate names for the different cultural groups. The tenth volume is an index to the other nine. Volume one covers cultures of North America with lengthy articles covering such topics as history and culture, settlements, economy, kinship, marriage and family, sociopolitical organization, and religion. There is also a short bibliography at the end of each entry. A helpful feature of this work is a section called "Filmography," which lists films and videos on groups discussed in the volume and a list of the producers. The reader can look up "Penobscot" in the index to find a "see" reference for "Abenaki."

19. Reddy, Marlita A., ed. Statistical Record of Native North Americans. Detroit, MI: Gale Research, 1993.

This source contains 1,007 statistical tables covering a broad range of topics in twelve different chapters. These topics include history, demographics, family, education, culture and tradition, health, social and economic conditions, business and industry, and law and law enforcement. Besides tables, information is also laid out in graphs and charts. Statistics come from federal and state agencies, tribal governments, and associations and other organizations. The editor includes a list of sources for further research and 20th century estimates of pre-European contact to the year 2040. In the index, the reader will find the subject terms "Penobscot" and "Penobscot Reservation."

20. Sturgeon, Angela, ed. America: History and Life. Santa Barbara, CA: ABC-CLIO, 1964- .

This index comes in paper form and online. It covers the history and culture of the United States and Canada from prehistoric times to present. The index groups the entries by subject and historical period in six major sections. In the paper form, there are five issues per volume. Issues 1-4 cover abstracts and citations, while issue 5 is an annual index. To find specific article abstracts and citations of reviews and dissertations covering the Abenaki and Penobscot, the researcher should search the index with the terms "Penobscot Indians," "Abenaki Indians," and "Wabanaki Indians."

21. Sturtevant, William C., ed. Northeast. Vol. 15, Handbook of North American Indians. Washington, D.C.: Smithsonian Institution, 1978.

This twenty volume work is divided by geographical region. The researcher can find the Abenaki and Penobscot in volume fifteen entitled Northeast. The signed essays are lengthy and cover such topics as language, territory, culture in 1610, and a history to the 1970s. There are some photographs and a good bibliography of sources for further study as well as sources that the reader should avoid. The index lists "Penobscot" with a "see" reference to the "Eastern Abenaki."

22. "Wabanaki & Abenaki Internet Resources." http://www.brooks.simplenet.com/wabanaki.html (Oct. 25, 1997).

This website is a list of major sites with histories and other links pertaining to the Abenaki and Wabanaki. Site topics include literature and legends with links to such sites as "Gluscabi and the Wind Eagle," a traditional Abenaki story. There are also links to people sites, reservation information, a powwow schedule, selected reading lists which include a bibliography on writings of Abenaki Indians, non-profit organizations, businesses and organizations, and legal information. The user will find this an extremely helpful site and easy to navigate.

*Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations. 5th. ed. Chicago, IL: University of Chicago Press, 1987.

Introduction to Penobscot Culture:
A Pathfinder

The Penobscot are a Native American tribe who live in Maine on the Indian Island Reservation as well as elsewhere in the United States. They are closely related to the Abenaki and were one tribe of the Wabanaki or "People of the First Light."

Getting Started... Looking in your school or public library catalog using terms such as Penobscot Indians or Abenaki Indians, you may find:

Bruchac, Joseph. Dawnland. Golden, CO: Fulcrum, 1993.
-----. Gluskabe and the Four Wishes. New York: Cobblehill, 1995.
McBride, Bunny. Molly Spotted Elk: A Penobscot in Paris. Norman, OK: University of Oklahoma Press, 1995.

Specialized Encyclopedias, Dictionaries, and Handbooks...are a good starting point for a general overview of your subject and a jumping off point for further research. Search in the library catalog for "Indians of North America" combined with "Encyclopedias," "Dictionaries," and Handbooks."

Cisco, ed. Dictionary of Indian Tribes. 2nd ed. New Port Beach, CA: American Indian Publishers, 1995.

Search in the index in volume three under "Abnaki" and "Wabanaki Confederacy" for information on the history, culture, language, and population figures of the Abenaki.

Hoxie, Frederick E., ed. Encyclopedia of North American Indians. New York: Houghton Mifflin, 1996.

For a historical overview of the Penobscot and Abenaki, search in the general index under "Abenaki" and "Passamaquoddy/Penobscot."

O'Leary, Timothy J. and David Levinson, ed. North America. Vol. 1, Encyclopedia of World Cultures. Boston, MA: GK Hall, 1991.

Search in the index under the term "Abenaki" to find an essay covering such topics as Abenaki history and culture, economy, kinship, and religion.

Sturtevant, William C., ed. Northeast. Vol.15, Handbook of North American Indians. Washington, D.C.: Smithsonian Institution, 1978.

For a historical overview of the Abenaki and Penobscot until the 1970s and a good bibliography for further research, search the index in this volume for "Eastern Abenaki."

Indexes...lead to research articles and book reviews on your topic.

Hendon, Julia A., ed. Anthropological Literature: An Index to Periodical Articles and Essays. Cambridge, MA: Tozzer Library, Harvard University, 1979- .

Search terms such as "Penobscot," "Penobscot Indians," "Abenaki," and "Abenaki Indians" will find specific articles and book reviews in this index.

Sturgeon, Angela, ed. America: History and Life. Santa Barbara, CA: ABC-CLIO, 1964- .

Using the search terms "Penobscot Indians," "Abenaki Indians," and "Wabanaki Indians" will produce articles on the culture and history of these people.

Biographies...tell about important Abenaki and Penobscot individuals.

Johansen, Bruce E. and Donald A. Grinde, Jr. The Encyclopedia of Native American Biography: Six Hundred Life Stories of Important People From Powhatan to Wilma Mankiller. New York: Henry Holt and Company, 1997.

Use the subject terms "Abnaki" and "Penobscot" in the index to find entries on individuals important to this community.

Educator Resources...aid in teaching others about the Penobscot and Abenaki.

Klein, Barry T., ed. Reference Encyclopedia of the American Indian. 7th ed. West Nyack, NY: Todd Publications, 1995.

This useful source lists directory information by state and bibliography information by tribe. Try searching under "Maine" and "Abenaki Indians."

http://nativeauthors.com/search/tribe/abenaki.html

This website contains a bibliography of books and cassettes both by and about the Abenaki and Penobscot.

Internet sites...provide links to great sites about Penobscot, Abenaki, and Wabanaki history, culture, arts, crafts, literature, and resources.

"Abenaki Home Page." http://millenianet.com/slmiller/abenaki/index.htm

"Alnombak/Wabanaki Links." http://members.aol.com/Alnombak/wabanaki/html

"Indian Island School." http://challenge.ukans.edu/Indian-Island/index.htm

"Wabanaki & Abenaki Internet Resources."
http://www.brooks.simplenet.com/wabanaki.html

Some of these sites may overlap, but together provide a good overview of what is available about the Penobscot, Abenaki, and Wabanaki on the Internet.

Other ways to find information on Native Americans is to search the catalog combining "Indians of North America" with many different terms such as "Social Life and Customs," "Mythology," "Folklore," "Religion," "Art," and "Dance." If you still cannot find what you are looking for, ask the librarian for help.

Christina Holmes

Introduction to Potawatomi Culture:

A Pathfinder

Britt A. Johnsen
December 3, 1997
LIS 382L.3

Introduction

This pathfinder explains how to find resources for an introduction to Potawatomi culture. The Potawatomi are also called the Fire Nation because their name means "people of the place of the fire." They were originally members of the Chippewa and Ottawa tribes, and have similar cultural characteristics to Central Algonquian peoples. The Potawatomi had settled in the lower peninsula of Michigan by the time French explorers arrived in the 1600s. At different times during the 1700s, they joined forces with the French, the British, and other tribes to preserve and expand their lands, as well as to control trade. By the 1800s many Potawatomi were forced by poverty and hardship to move to Missouri, Iowa, and then Kansas. The Potawatomi developed their own language, and have folklore, rituals, and tribal organization that is distinct from other Algonquians.

The resources described in this pathfinder are intended to help high school students and teachers at the Nah Tah Wahsh School in Hannahville, Michigan identify a process of learning about their own native culture. Hannahville is participating in the Four Directions Project (http://4directions.org), a program which integrates Native American culture and technology into education, and has developed their own web pages in conjunction with it.

An *introduction* to the Potawatomi culture implies that many aspects of the culture will be covered in a rather cursory fashion, but that no one element will be emphasized over another. The object of the pathfinder is to help the user explore appropriate and interesting resources which will provide even further information, not to overload the user with exhaustive research.

The pathfinder is designed for a high school library that has access to the Internet. It addresses questions users might have about the origins and movement of the Potawatomi, their interaction with others, and distinguishing characteristics about their social organization. The pathfinder also provides resources for Potawatomi language, ritual, folklore, music, and dance.

In order to be included on this pathfinder the resources, both print and electronic, had to contain more than just a mention of the Potawatomi. They also had to be written by an authority on the topic, and have a reputable publisher. Format was also important; the resource had to have a pleasing and easy-to-use arrangement.

My first step in finding resources was to search UTCAT, the online catalog at the University of Texas at Austin. I performed subject and title keyword searches using the heading "Potawatomi," as well as the variant spellings "Potawatami," "Pottawatami," and "Pottawatomie." These searches produced a number of books and lengthier articles. Satisfied with these resources, I then searched UTCAT for reference titles, using combinations of the headings "Native," "Indian," and "reference" in title keyword searches. I found books in two areas of reference: the E 76 - E 98 in Library of Congress classification, and the Z 1209 section. I browsed these two sections, and selected most of my reference works.

My final task was to find Internet resources. I selected the search engine *Hotbot* and searched with the heading "Potawatomi." After sifting through fifty of the over 2,000 resulting sites, I had found what seemed to be the best sites that met my criteria. I spent some time sorting through links on the fifteen pages I thought were the best, to ensure I would not miss any good web sites. I also looked at the Four Directions page under the "Native American Sites" link, but found no further relevant sites.

Annotated Bibliography[1]

1. *The American Indian: A Multimedia Encyclopedia.* Vers. 2.0. CD-ROM. USA: Facts on File, Inc., 1995.

Excellent resource for a broad overview of Native American tribes. Entries include historical information, migratory information, and some cultural details, with hyperlinks to mentioned tribes. Most tribes have links to biographies, photographs, and drawings. The Potawatomi section included seven biographies.

2. Campbell, Susan. (Text and graphics copyright Smokey McKinney 1997) "Potawatomi Genealogy." Internet. http://www.ukans.edu/~kansite/pbp/gen/g_intro.html.

Designed for Native Americans interested in genealogy who have never begun a genealogical project. The "how-to" section leads the user through the process, and links to other sites are provided for both the novice and experienced researcher. A perfect starting place for Potawatomis interested in family and oral history.

3. "Citizen Potawatomi Nation." (Last Update 21 Nov. 1997) Internet. http://www.potawatomi.org 2 Dec. 1997.

The official web page for the Potawatomi. Includes news, events, and current tribal programs and enterprises. Gives a user a general idea of what the Potawatomi Nation is doing, as well as links to other Potawatomi sites.

4. Clements, William M. and Frances M. Malpezzi. *Native American Folklore, 1879-1979: An Annotated Bibliography.* Athens, OH: Swallow Press, 1984.

Wonderful resource to find little known literature on folklore. Folklore is defined as texts and performances of verbal art, and entries include primary and secondary sources. Arranged by tribe within geographic regions. Potawatomi is listed in the Midwest section - check the index for all references.

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[1] All sources are cited according to:
Citing Electronic Sources (Austin, TX: University of Texas at Austin, 1996).
Joseph Gibaldi, ed., *MLA Handbook for Writers of Research Papers*, 4th ed. (New York: Modern Language Association of America, 1995).

5. Clifton, James A. *The Prairie People: Continuity and Change in Potawatomi Indian Culture 1665-1965.* Lawrence, KS: Regents Press of Kansas, 1977.

Covers the Potawatomi tribal experience as a whole, but focuses on the Prairie Band of Potawatomi. Clifton also contributed the article on the Potawatomi for the *Handbook of North American Indians* (see below). A very extensive well-written narrative for the student who needs historical and migratory details. Use the index to find information on specific topics. Includes photographs and maps.

6. Edmunds, R. David. *The Potawatomis: Keepers of the Fire*. Norman, OK: University of Oklahoma Press, 1978.

A history of the Potawatomi from the 1600s to the 1840s. The style is not as scholarly as Clifton's book (see above), but may be more appropriate for the high school reader. Contains illustrations and maps, and a well-constructed bibliography divided into primary and secondary sources. Includes more cultural details.

7. Haas, Marilyn L. *Indians of North America: Methods and Sources for Library Research.* Hamden, CT: Library Professional Publications, 1983.

Haas' book guides tribal persons unfamiliar with library research strategies through the process of finding and using library resources. Helpful sections for the beginning researcher are the Subject Headings, Classification Systems and Call Numbers chapter and the Indexes chapter. Useful source for developing research skills for Native American materials.

8. Johansen, Bruce E. and Donald A. Grinde. *The Encyclopedia of Native American Biography.* New York: Henry Holt and Company, 1997.

Brief but informative biographical information on important Native Americans. Alphabetical arrangement by name - look under "Potawatomi" in the index. Especially useful is the "For More Information" sections at the end of each entry. Photographs included sporadically.

9. Klein, Barry T. *Reference Encyclopedia of the Native American.* 7th ed. West Nyack, NY: Todd Publications, 1995.

Serves as a directory, biographical dictionary, and bibliography for Native Americans. Useful for local information, support, and contacts. Look under your state in the first section to find directory information on libraries and research centers, state and local organizations, and more. The subject bibliography (section three) contains a Potawatomi section.

10. Landes, Ruth. *The Prairie Potawatomi: Tradition and Ritual in the Twentieth Century.*
    Madison, WI: University of Wisconsin Press, 1970.

    The best resource for rituals, customs, and social organization of the Potawatomi. A sociological and anthropological analysis based on extensive research of the Prairie Potawatomi. Not too technical - very much a narrative of Landes' observations. Includes topics such as "medicine bundles" and "the Peyote Cult." Excellent when used in conjunction with an historical account.

11. Morrison, John. (Last modified 27 Mar. 1997) "Grass Dancing." Internet.
    http://www.up.net/~hvl/grass.htm 2 Dec. 1997.

    Origins, costumes, and history of the "Grass Dance." Includes an image of a Grass dancer, as well as how to do the dance. The only web site I found that describes a Potawatomi dance.

12. Perrot, Don. (27 Mar. 1997). "Potawatomi Language." Internet.
    http://www.up.net./hvl/lang.htm 2 Dec. 1997.

    Designed for a beginner, this site encourages the user to practice Potawatomi and gives basic information on the structure of the language, as well as grammar and pronunciation hints. Each loudspeaker icon indicates an audio representation of the word or syllable. Perrot presents information in a user-friendly fashion - his approach is to encourage, not to overwhelm.

13. "Potawatomi Dictionary." (Updated 2 July 1997) Internet.
    http://www.ukans.edu/~kansite/pbp/books/dicto/d_frame.html 2 Dec. 1997.

    Divided into three frames - the dictionary, a help frame, and a pronunciation guide. Multimedial dictionary - click on the hypertext and a window will appear that will allow you to hear the word pronounced. Can switch from Eng-Pot to Pot-Eng by clicking on a link. Very interactive and easy to use, but takes a lot of time to download.

14. "Potawatomi Web: Mzenegenek - Books." Internet.
    http://www.ukans.edu/~kansite/pbp/books/b_frame.html 2 Dec. 1997.

    An ideal opportunity to practice Potawatomi. Includes both Potawatomi language documents and materials on Potawatomi history and culture. Total of five documents. *Gospel According to Matthew* has Potawatomi and English verses side by side.

15. "Prairie Band Potawatomi: Language - Orthography." Internet. http://www.public.iastate.edu/~jsmckinn/pbp_orthography.html 2 Dec. 1997.

Fairly technical discussion of vowels, consonants, semivowels, and intersegmentals. Explains symbols, and provides a link to a short reference version of this page. Each sphere enclosed in a box indicates a link to a sound file. Links to the online Potawatomi dictionary.

16. Smith, Huron H. "Ethnobotany of the Forest Potawatomi Indians." *Bulletin of the Public Museum of the City of Milwaukee* 7:1 (1933): 1-230.

An interesting publication that details plants used by the Potawatomi in their rituals, medicines, food, and materials. Rather dated, but still valid in its examination of the variety of plants used by the "Forest" Potawatomi in Wisconsin. Plants are grouped alphabetically by family name, and each plant description includes the scientific name, the Potawatomi name, and its uses. Includes several black and white plates.

17. Sultzman, Lee. "Potawatomi History." Internet. http://www.dickshovel.com/pota.html 2 Dec. 1997.

Listed on the official Potawatomi Nation web site - the best online historical site. Extensive, fair, and well-written narrative covering 1600s to 1900. Hyperlinks provided throughout the document to other mentioned tribes. No images. Lack of table of contents and index is a problem. Sultzman welcomes comments as a sort of peer review.

18. Trigger, Bruce G., vol. ed. *Northeast*. Washington: GPO, 1978. Vol. 15 of *Handbook of North American Indians*. William C. Sturtevant, gen. ed. 20 vols. 1978- .

The most complete reference work on the Potawatomi from a very authoritative source (Smithsonian Institution). Volume 15 contains a twenty page article by James Clifton (see above) on Potawatomi language, environment, culture, and history. Includes photographs, diagrams, and maps. References to the Potawatomi throughout Volume 15 can be found in the volume's index. Especially useful is the final section, "Sources," which gives a scholar's opinion of the major resources on the Potawatomi.

19. University of Michigan, Museum of Natural History. "Native American Dioramas." Internet. http://www.exhibits.lsa.umich.edu/Virtual.Museum/Anthro/Nat.Am./Nat.Amindex.html 2 Dec. 1997.

A virtual museum site that provides two-dimensional dioramas of a sampling of ancient Native American cultures. Many of the fourteen dioramas are connected to Michigan; one of these is a Potawatomi fall harvest scene. Captions are provided, but not any extensive textual information.

Introduction to Potawatomi Culture
A Pathfinder

Created by Britt Johnsen

The Potawatomi, often called Keepers of the Fire, are a Native American people originally from the Great Lakes region, who now live in many Midwestern states. This pathfinder will help you find places to look for information on many aspects of their culture.

Step 1: For a good overview of the Potawatomi, start with encyclopedias, usually found in the reference section of your library. The librarian will help you find these, and be able to direct you to other good reference sources, such as the following:

- *The American Indian: A Multimedia Encyclopedia.* Vers. 2.0. CD-ROM. USA: Facts on File, 1995.
- Sturtevant, William, gen. ed. *Handbook of North American Indians.* Washington: GPO, 1978- .
  For a lengthy article about the Potawatomi, look in Volume 15, *Northeast.*

Step 2: Look in your library's card catalog or online catalog for reference books and general books. Try looking under the subject "Potawatomi." Watch for its different spellings: "Potawatami," "Pottawatami," and "Pottawatomie."

- Haas, Marilyn. *Indians of North America: Methods and Sources for Library Research.* Hamden, CT: Library Professional Publications, 1983.
  This book will help those unfamiliar with libraries and how to search for information.

Step 3: No luck? Try the subject "Indians of North America." Then look in the indexes of these books for information on the Potawatomi. A nice trick is to go to the areas in the library where your books are and browse the shelves around them for related books. If you are getting a lot of information, you might want to narrow your interests. Combine the subjects you have been using with the following terms:

History
Missions
Treaties
Biography
Children
Language
Social life and customs
Government relations

Step 4: If you have found no information and are feeling frustrated - ASK A LIBRARIAN FOR HELP!

Step 5: Do you have a periodicals index at your library? If so, try steps 2 and 3 in this index. If there is more than one index in your library, use whichever one indexes the more scholarly publications in the humanities and social sciences.

Step 6: Attempt an Internet search. Select a search engine, such as *Yahoo!* or *Hotbot.* Type in subject terms you have been using. If you get a lot of "hits," do not spend all day looking through them. Try scanning the first thirty or so. Caution: information on the Internet is not always reliable or of very good quality - consult your librarian on how to evaluate web sites.

- "Citizen Potawatomi Nation." Internet. http://www.potawatomi.org
  This site is the official site for the Potawatomi Nation, and provides news, contacts, and links to other Potawatomi sites of interest.

Step 7: Explore an area that interests you! Below are print and Internet resources which pertain to a certain aspect of Potawatomi culture.

History

* Clifton, James A. *The Prairie People: Continuity and Change in Potawatomi Indian Culture 1665-1965.* Lawrence, KS: Regents Press of Kansas, 1977.

* "Potawatomi History." Internet. http://www.dickshovel.com/pota.html

Biography

* Johansen, Bruce E. and Donald A. Grinde. *The Encyclopedia of Native American Biography.* New York: Henry Holt and Company, 1997.
Look in index under Potawatomi. Note the "For More Information" sections.

Language

* "Prairie Band Potawatomi Language." Internet.
http://www.public.iastate.edu/~jsmckinn/pbp_orthography.html
Links to a dictionary. Able to hear words pronounced.

Literature and Folklore

* "Potawatomi Web Mzenegenek - Books." Internet.
http://www.ukans.edu/~kansite/pbp/books/b_frame.html
Potawatomi language documents and materials on history and culture, all online.

* Clements, William M. and Frances M. Malpezzi. *Native American Folklore, 1879-1979: An Annotated Bibliography.* Athens, OH: Swallow Press, 1984.
Potawatomi folklore is under the "Midwest" heading.

Fine Arts

* "Native American Dioramas." Internet. http://www.exhibits.lsa.umich.edu/Virtual.Museum/Anthro/Nat.Am./Nat.Amindex.html
Pictures of Native American cultures, including Potawatomi, Chippewa, and Ottawa.

* "Grass Dancing." Internet. http://www.up.net/~hvl/grass.htm

Ritual

* Landes, Ruth. *The Prairie Potawatomi: Tradition and Ritual in the Twentieth Century.* Madison, WI: University of Wisconsin Press, 1970.

Step 8: Use local resources for more information. Be creative in discovering community members as sources for oral history and cultural information.

* "Potawatomi Genealogy." Internet. www.ukans.edu/~kansite/pbp/gen/g_intro.html
Provides research information, Potawatomi family trees, and the opportunity to share family stories. Might provide you with ideas to research your own family.

Always remember the librarian is there to assist you!
Don't hesitate to ask questions!

Lisa Bier
LIS 382L.3
October 8, 1997
Dr. Loriene Roy
Pathfinder Assignment

Introduction to the Culture of Santa Clara Pueblo:

A Pathfinder

Santa Clara Pueblo is located thirty miles north of Santa Fe, New Mexico. Santa Clara is one of nineteen villages, or pueblos, in the state, the people of which are collectively referred to as Pueblo Indians.

The Pueblo Indians of the American Southwest are unique in American indigenous populations in the fact that many of them still live in the same permanent pueblos or villages that their ancestors built before the time of European colonization. The pueblos were originally politically and linguistically separate from each other. Each pueblo has retained its individuality. The people of these pueblos subsisted until recently through farming and some hunting. Today the pueblos are known for their beautiful traditional pottery, casinos, and as popular destinations for tourists. That these groups have retained at least some of their ancestral land as well as many traditional ways is only one of the intriguing facets of the Pueblo world.

The pueblos have a rich archaeological, cultural and artistic record, and much has been written about them as an associated cultural group. Unfortunately, information written unique to each pueblo is more limited (except in the cases of the larger or more well-known pueblos, such as Zuni, Acoma, and Taos).

The purpose of this pathfinder is to assist students, educators, and the general public in locating information about Santa Clara Pueblo. This pathfinder is being compiled for the Four Directions Project, which focuses on technology and cooperation among Native American schools, in hopes that it will be a useful resource for them.

Appropriate sources for this pathfinder will include the following types of material:

A) Those dealing with Santa Clara Pueblo specifically.

B) Those providing background and/or historical information on the Pueblo culture.

C) Ready-reference works such as encylopedias.

D) Those which will lead the reader to more indepth material, including contact information of organizations.

Methodology:

I began the search for sources with UTNetCAT, the online catalog of the University of Texas at Austin, which yielded a large number of items pertaining to the Pueblo culture as a whole, but very few were specific to Santa Clara. More useful were the reference books, such as encyclopedias, which contained bibliographies specific to Santa Clara. I looked at the online version of Books in Print, which confirmed the small amount of publications dedicated to Santa Clara. Then I looked at Anthropological Literature on UT Library on Line. Finally, I looked on the World Wide Web. I am only including contact information from the Web, since I am not personally qualified to evaluate the reliability of sites.

BIBLIOGRAPHY

Encyclopedias

Sturtevant, William C., editor. *Handbook of North American Indians.* 17 vols. Washington, DC: Smithsonian Institute, 1978- .

This work is truly more of an encyclopedia than a handbook and is an excellent resource. Articles by subject experts range from archaeology and art to sociology and ethnobotany. Volume 9, edited by anthropologist Alfonso Ortiz (a Pueblo Indian himself) is dedicated entirely to the Pueblo Indian culture. It contains a ten page section on Santa Clara and a bibliography.

Johansen, Bruce E. *The Encyclopedia of Native American Biography: Six Hundred Life Stories of Important People from Powhatan to Wilma Mankiller*. New York: Henry Holt, 1997.

This biographical work brings together the life stories of over 600 significant Native Americans. Some of the brief sketches include photographs. Indexed by name as well as tribe.

Statistical Reference

Reddy, Marlita A. Editor. *Statistic Record of Native North Americans.* Washington, DC: Gale Research, Inc., 1993.

Contains statistical data on many aspects of Native American life, broken down by tribe, age group, etc. Topics covered include family, history, education, culture, health

and health care, and business and industry. Section on culture includes a table on traditional occupations held by residents of reservations. Indexed by tribe or reservation and subject of table.

Indexes

Hendon, Julia A., editor. *Anthropological Literature: An Index to Periodical Articles and Essays*. Cambridge, MA: President and Fellows of Harvard College, 1979- .

This index is available in print format as well as online. Indexes anthropological literature, which may provide more

Subject Guide to Books in Print. New York: R.R. Bowker, 1996.

This is a listing of all books currently in print and is indexed by subject. Gives complete ordering information if the title is not available at a library.

RLIN Bibliographic File. Stanford, CA: Research Libraries Information Network, 1997.

This is an online database which contains the titles of over 27 million works held by university libraries and historical societies, among other places. Can be searched by subject. The works may not all be available, but many can be accessed via inter-library loan.

Monographs

Brody, J.J. Beauty from the Earth*: Pueblo Indian Pottery from the University Museum of Archaeology and Anthropology*. Philadelphia: The Museum, 1990.

This is a museum catalog of a collection of Pueblo pottery. Covers the archaeological background of the area and its earliest artists. Commentary is primarily

from an art and art history point of view, and discusses pottery technology, changes in the pottery in relation to known historic events, and the patron-artist relationship.

Dittert, Alfred E., Jr. and Fred Plog. *Generations in Clay: Pueblo Pottery of the American Southwest.* Flagstaff, AZ: Northland Press, 1980.

This book describes two thousand years of pottery making by the Pueblo Indians and their ancestors. The book is approximately evenly divided between precontact pottery and that created since colonization. A large section focuses on the revitalization of the craft which occurred late in this century.

Hill, W.W.. *An Ethnography of Santa Clara Pueblo.* Albuquerque: University of New Mexico Press, 1982.

Most of the fieldwork which yielded this book was conducted before the 1960's. It is an exhaustive report of the minute details of life at Santa Clara. It would probably be best used as a reference work due to its compulsively meticulous style, and is equipped with a good index and glossary. Covers most conceivable aspects of Santa Clara life.

Knaut, Andrew L. *The Pueblo Revolt of 1680: Conquest and Resistance in Seventeenth Century New Mexico.* Norman, OK: University of Oklahoma Press, 1995.

The Pueblo Indians were the only indigenous group in North America to repel colonizers from the New World for any length of time. In 1680, the Spanish were expelled from what was then New Spain, and did not return for twelve years. This book relates that era. Indexed.

Mails, Thomas E. *The Pueblo Children of the Earth Mother.* 2 vols. New York: Doubleday and Company, Inc., 1983.

A vast and indepth look at the Pueblos covering from preconttact times to the early 1980's. Covers art, architecture, material culture, ritual, and social aspects. Contains a brief section specific to Santa Clara. Good index and many illustrations.

Ortiz, Alfonso, editor. *New Perspectives on the Pueblos*. Santa Fe: School of American Research, 1972.

This is a compilation of scholarly articles which study the linguistics, ethnology, ritual, culture, and world-view of the Pueblos. Intended audience is mostly college level. Indexed with much information specific to Santa Clara.

Sando, Joe. *Pueblo Nations: Eight Centuries of Pueblo Indian History*. Santa Fe: Clear Light Publishers, 1992.

This book is a survey of the history and culture of the nineteen groups which together make up the Pueblo people. Covers pre-history, the Spanish conquest, dealings with the United States from territorial times on, and current issues. The pueblo viewpoint is particularly well represented, as in a chapter dealing with native feelings toward the Columbus Quincentenary. Also contains a chapter of short biographies of notable Pueblo people. Appendix includes an historical outline, the All-Indian Pueblo Council Constitution, and population statistics. No index.

Lonewolf, Joseph and Peter Bloom. *Pottery Jewels of Joseph Lonewolf*. Scottsdale, AZ: Dandick Company, 1975.

A mostly photographic essay on Joseph Lonewolf of Santa Clara Pueblo, here referred to as the finest Pueblo potter who ever lived. Includes Lonewolf's philosophy of pottery, in terms of both the mechanics of pottery making and in relation to tradition and mythology. Detailed look at Lonewolf's techniques of pottery forming, glazing and firing.

Juvenile Literature

Hoyt-Goldsmith, Diana. *Pueblo Storyteller*. New York: Holiday House, 1991.

The story of April, a young girl from Cochiti Pueblo who lives with her grandparents and learns about traditional ways, such as cooking, dancing, legends, and making pottery, from them. Uses many Cochiti words and has a glossary of the words and their pronunciation. 5th to 6th grade reading level.

Keegan, Marcia. *Pueblo Boy: Growing Up in Two Worlds*. New York: Cobblehill Books, 1991.

Gives a good introduction to Pueblo life from a ten-year old boy's point of view. Emphasizes that retaining the traditional lifestyle is not incompatible with appreciating aspects of modern life. About 4th grade reading level.

Additional Titles Which Were Not Available for Review

Monographs

Blair, Mary Ellen and Laurence R. Margaret Tafoya: *A Tewa Potter's Heritage and Legacy*. West Chester, PA: Schiffer Publishing, 1986.

Frank, Larry and Francis H. Harlow, *Historic Pottery of the Pueblo Indians*. Boston: New York Graphic Society, 1980.

Gutierrez, Ramon. *When Jesus Came, the Corn Mothers Went Away: Marriage, Sexuality and Power in New Mexico, 1500-1846*. Stanford: Stanford University Press, 1991.

Hughes, Phyllis;. *Pueblo Indian Cookbook: Recipes from the Pueblos of the American Southwest.* Santa Fe: Museum of New Mexico Press.

LeFree, Betty. *Santa Clara Pottery Today.* Albuquerque: University of New Mexico Press, 1975.

Ortiz, Alfonso. *The Tewa World: Space, Time, Being, and Becoming in a Pueblo Society.* Chicago: University of Chicago Press, 1969.

Scully, Vincent. *Pueblo: Mountain, Village, Dance*. New York: Viking Press, 1975.

Silverberg, Robert. *The Pueblo Revolt*. Lincoln, NE: University of Nebraska Press, 1994.

Trimble, Stephen. *Talking with the Clay: The Art of Pueblo Pottery.* Santa Fe: School of American Research, 1987.

Wormington, H.M. *The Story of Pueblo Pottery.* Denver: Denver Museum of Natural History, 1965.

Juvenile Titles

Clarke Mott, Evelyn. *Dancing Rainbows: A Pueblo Boy's Story.* New York: Cobblehill Books, 1996.

Yue, Charlotte and David. *The Pueblo.* Boston: Houghton-Mifflin, 1986.

Videos

Pueblo Renaissance. New York: Cinema Guild, 1976.

Surviving Columbus: The Story of the Pueblo People. Albuquerque: KNME-TV and the Institute of American Indian Arts, 1992.

The Pueblo Peoples: First Contact. KNME-TV and the Institute of American Indian Arts, 1990.

INTRODUCTION TO SANTA CLARA CULTURE:
A PATHFINDER

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Santa Clara Pueblo is a small Native American village located in Northern New Mexico. The people of Santa Clara live a lifestyle that is rich in traditional ways and art. They are part of a larger group, the Pueblo Indians.

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For Introductions and Overviews:

Sturtevant, William C., editor. *Handbook of North American Indians.* 17 vols. Washington, DC: Smithsonian Institute, 1978- .

Volume 9 is dedicated entirely to the Pueblo people. Pages 296-307 pertain to Santa Clara and list a bibliography of other works.

Johansen, Bruce E. *The Encyclopedia of Native American Biography: Six Hundred Life Stories of Important People from Powhatan to Wilma Mankiller*. New York: Henry Holt, 1997.

Contains short biographies of prominent Native Americans. Look in the index under Santa Clara.

To Find Articles and Books:

Hendon, Julia A., editor. *Anthropological Literature: An Index to Periodical Articles and Essays.* Cambridge, MA: President and Fellows of Harvard College, 1979- .

An index to articles about anthropology, art history, demography, economics and more. The online version only goes back to 1984; the print version goes further.

Subject Guide to Books in Print. New York: R.R. Bowker, 1996.

List of all books currently in print indexed by subject. Provides ordering information so a bookstore or library can easily order them.

For More Indepth Information:

Dittert, Alfred E., Jr. and Fred Plog. *Generations in Clay: Pueblo Pottery of the American Southwest.*. Flagstaff, AZ: Northland Press, 1980.

Describes two thousand years of pottery making by the Pueblo Indians and their ancestors.

Hill, W.W.. *An Ethnography of Santa Clara Pueblo.* Albuquerque: University of New Mexico Press, 1982.

Extremely detailed book on all aspects of Santa Clara life before 1965 or so. Indexed very well.

Knaut, Andrew L. *The Pueblo Revolt of 1680: Conquest and Resistance in Seventeenth Century New Mexico.* Norman, OK: University of Oklahoma Press, 1995.

Covers the period of time during which the Pueblo peoples expelled the Spanish colonizers from New Spain, the only time a North American indigenous group has done this.

Ortiz, Alfonso, editor. *New Perspectives on the Pueblos.* Santa Fe: School of American Research, 1972.

This is a compilation of scholarly articles which study the linguistics, ethnology, ritual, culture, and world-view of the Pueblos. Intended audience is mostly college level. Indexed with much information specific to Santa Clara.

Sando, Joe. *Pueblo Nations: Eight Centuries of Pueblo Indian History.* Santa Fe: Clear Light Publishers, 1992.

Covers Pueblo pre-history, the Spanish conquest, dealings with the United States from territorial times on, and current issues. The pueblo viewpoint is particularly well represented.

Organizations:

The Pueblo Indian Cultural Center, 2401 12th St. NW, Albuquerque, NM 87102
1-800-843-7270, http://hanksville.phast.umass.edu/misc/PCC.html

A cultural center and museum owned cooperatively by the nineteen pueblos which is a good source for further information.

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University of Texas at Austin

Graduate School of Library and Information Science

An Introduction to Seminole Culture

A Pathfinder

LIS 382L.3
Information Resources in the Social Sciences
Dr. Loriene Roy

By
Arlene Lucio

Austin, Texas
October, 1997.

Citation manuals:

Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: Modern Language Association of America, 1995.

Li, Xia and Nancy B. Crane. Electronic Styles: A Handbook for Citing Electronic Information. New Jersey: Information Today, Inc., 1996.

I. Introductory Information

The word "Seminole" is believed by historians to be derived from the Spanish word "Cimmaron", or "out cast". The Seminole are an indigenous people of the Eastern Woodlands who speak a Muskogean language. They separated from the Creek tribe in the 18th century. To escape white infiltration they fled to Florida where they absorbed remnants of the Apalachee tribe and runaway slaves. They fought Andrew Jackson (1817-1818) and, led by Osceola, again battled U.S. forces in the Seminole War (1835-1842). After the war most of the Seminole Nation was moved to Indian territory in Oklahoma, where they became one of the Five Civilized Tribes. As of 1990 there were 13,797 Seminoles in the United States.

The purpose of this pathfinder is to identify introductory information (e.g., history, customs, dress, art, foods, way of life, literature) on the culture of the Seminole tribes of Florida and Oklahoma, through sources and reference tools available in a public library setting. The pathfinder was written specifically for the use of Four Directions participants and Ahrachkee Day School. Sources were chosen with a specific audience of upper elementary students (grades 3 through 5) and their teachers. For the students, I felt reference sources like specialized and general encyclopedias, dictionaries, almanacs, other basic reference books, and Internet, would serve them best in their search for information concerning the tribe's dress, art, dance, and way of life. The sources would also offer the students information about the tribes historical background. For the teachers, I still included the basic reference tools and Internet, with which they could acquaint themselves with the topic. But they might need children's literature books to supplement their teaching about the tribe or Native Americans in general. Being fully aware that the client's library probably would not have the exact book I had access to, I supplied the terms that could be combined with "Indians of North America" to find comparable sources that would meet their needs.

Dictionaries
Pictorial works
Social life and customs
Encyclopedias
Juvenile Literature
Directories
Oklahoma
Bibliography
Florida
Folklore
Chronology
Legends
Art
History
Wars
Music
Food
Dances

Here are some suggestions as to how combined subjects term searches would look like:

Indians of North America--Pictorial works
Indians of North America--Juvenile Literature--Bibliography
Indians of North America--maps
Indians of North America-- Encyclopedias
Indians of North America--History

To address the needs of teachers, I searched AskERIC, available online, and which has search capabilities, for any curriculum guides that might have been submitted for the purpose of teaching the topic. I was not able to include ERIC because my pathfinder's setting is for a public library. For this group, basic reference tools would be just as helpful to familiarize themselves with the necessary information about the tribe. I also looked at reference books listing children's literature that could be incorporated into teaching the unit. In creating this reference tool, I strived to supply appropriate sources that would:

A.) assist students (grades 3 through 5) and teachers at the elementary level in attaining basic information and material about the tribe's culture.

B.) assist teachers in locating children's literature to incorporate into the unit.

C.) give teachers some ideas and curriculum guides on how to go about teaching a unit about the tribe.

To begin my search, I did what I do many times when I can not find enough material a patron needs. I pull reference books, like the reference book *Encyclopedia of Native American Tribes*, or circulating books I know have the information the patrons are looking for. I will look up their cataloging records to see what subject headings the cataloger used to classify them. If no books are in our collection on the topic, I must then turn to searching subject heading terms supplied in the *Library of Congress Subject Headings*. In this case I used it to cover as many subject heading possibilities as possible.

II. Annotated Bibliography

Style Manuals:

1. Gibaldi, Joseph. MLA Handbook for Writers of Research Papers. New York: Modern Language Association of America, 1995.

This book helped me in properly documenting by print sources in my bibliography. It also provides instruction for citation formats in other media formats like videos, soundrecordings, etc. It also includes miscellaneous sections concerning choosing a topic, using a library, common abbreviations, etc.

2. Li, Xia and Nancy B. Crane. Electronic Styles: A Handbook for Citing Electronic Information. New Jersey: Information Today, Inc., 1996.

This book helped me in citing web pages, giving the necessary information for a user to go back to works cited. It provides insruction on documenting all types of electronic sources (e.g. videos, radio shows, televison shows, etc.) It also provides formats in APA and MLA styles.

Encyclopedias:

3. Ready Reference: Native Americans. Pasadena: Salem Pres, Inc., 1995.

This source provides basic information for each tribe in the United States. I chose this source primarily for teachers, who would need to get acquainted with the topic. Aside from just basic information, the coverage of all aspects of Seminole life are covered.

4. Waldman, Carl. Encyclopedia of Native American Tribes. New York: Facts on File Publications. (1988).

I chose this source primarily for the students. The source is readable, with colorful illustrations, larger print, and provides basic information for each tribe. Articles are arranged alphabetically according to the tribe's name.

Directories:

5. Jaszczak, Sandra, ed. Encyclopedia of Associations. 32nd ed. Detroit: Gale Research, 1992.

A valuable source for finding information on nonprofit organizations and what organizations exist according to user's interest. Entries are arranged alphabetically under 18 broad topics. Entries include organization name, address, description of organizations, publications, and other key information about each entry. In the title keyword index, several entries appear under "Native Americans". But teachers can make valuable use by getting in contact with these organizations to get information or material not generally available elsewhere.

6. Library of Congress Subject Headings. 20th ed. Washington: Cataloging Distribution Service, 1997.

Since most libraries use LSCH in cataloging, I utilized this source in locating other possiblities of subject headings that can be used to find materials in card catalogs or online catalogs. Under "Indians of North America" I found endless possiblities.

7. Scanlon, Christopher P., ed. The Video Source Book. 19th ed. Detroit: Gale Research, 1997/98.

This source is a directory of video products on more that 125,000 subjects including business, entertainment, the arts, health, and education. Title entries are arranged alphabetically by title. Three indexes provide access to titles by subject, credits, and format indexes. Looking under "Native Americans", I found a number of pertinent titles, one good example being *Seminole Indians*. Many entries include information like description of the program, audience, level, format, and ordering information keyed to a list of publisher addresses located at the back of the second volume.

8. Standard Directory of Periodicals. 20th ed. New York: Oxford Communications, Inc., 1997.

This source was able to give me any existing publications by or about the Seminole Indians. It also listed many general Native American publications. The book lists title of periodicals by 248 subject categories. It provides a cross reference index to assist the patron in locating a topic. I had to go to ETHNIC first, then Native Americans. Newspapers are listed alphabetically under state, city. I felt that a copy of a publication would serve as an interesting teaching tool.

Bibliographies:

9. Children's Catalog. 17th ed. New York: H.W. Wilson Company, 1996.

This work looks much like other Wilson publications. The catalog consists of four parts: (1) Classified Catalog--arrangement is by Dewey Decimal Classification: easy readers, fiction, etc.; (2) Author, Title, Subject, and Analytical Index; (3) Select List of Recommended CD-ROM Reference Works--consists mostly of multimedia resources of high quality and reference value; (4) Directory of Publishers and Distributors--includes fuller information about the publishers of the books listed.

10. Gillespie, John T. And Corrine J. Naden. Best Books for Children: Preschool through Grade 6. 4th ed. New York: R.R. Bowker, 1990.

This book provides excellent access to children's literature on many given topics and disciplines. Books are listed under subject headings like Biography, Arts and Language, Literature, etc. An alphabetical index allows users to look for books on a given topic. On my particular topic, the source indexed many aspects of Indians of North America--cookbooks, folklore, history, art, etc.

Indexes:

11. AskERIC (Online). http://ericir.syr.edu/cgi-bin/markup_infoguides/CRESS/Indians_Alaska

In searching AskERIC using the same subject headings ("Native Americans" and "curriculum guide"), I located a number of documents that would be of interest to teachers concerning Native Americans and curriculum. They were not necessarily the same documents I found in my ERIC search.

12. Books in Print Plus (CD-ROM). R.R. Bowker. Series v6.25 1196.

I consulted this source to get some titles of books that a patron might like to see, but their library would not have a copy of. The title could always be ordered through Interlibrary Loan. BIP Plus has the capability of searching by title keyword or subject. Users can even browse by subject keyword (kw=)

Internet Search Engines: Here I listed what search engine I used and then what webpage I found that would be helpful to my patron:

13. InfoSeek. http://www.infoseek.com/

Allows free and fee-based searches. Results displayed by ranked relevancy. Displays term(s) in context. There are 12 browsable subject trees. Useful if looking for broader topics or terms likely to produce many hits. I searched using "Seminole" and "Oklahoma".

14. Johnson, Joe D. "Oklahoma Image Map"
    http://www.mstm.okstate.edu/students/jjohnson2/ok-native.htm
    September 1997.

This sight listed and described the Five Civilized Tribes: Cherokee, Chicksaw, Choctaw, Creek, and Seminole. It also provided a number of hyperlinked sights under four headings: Education, Tribes and Nations, Collections, Art, and Culture, Other Native American Links. One very useful hyperlink is to AskERIC. It would be very useful for teachers looking for teaching ideas; it does have search capabilities to documents. This page concentrates on tribes in the Oklahoma area.

15. Yahoo! http://yahoo.com/

Yahoo stands for Yet Another Hierarchical Officious Oracle. This search engine has good response time. It is searchable by field and includes links to other search engines. It also has browsable subject trees of 14 broad categories. I searched using "Seminole" and Florida".

16. Florida Department of State. "Seminoles of Florida"

http://www.dos.state.fl.us/flafacts/seminole.html
September 1997
This page would be interesting to elementary level students. It provides straight forward information about the tribe, their wars, and biographies about prominent Seminole leaders. The page provides nice hyperlinks to pictures, which would appeal to younger students. And as the title of the page suggests, it focuses on the Seminole tribes in Florida.

17. Excite. http://excite.com/

This Search engine searches 1.5 million of the most popular Web sites. It also searches Usenet news groups; It also includes a browsable subject tree. I searched using "Seminole" and "Florida".

18. "The Seminole Tribe of Florida"
http://www.seminoletribe.com
September 1997.

I found this page more in-depth concerning the Seminole tribes in Florida. It was divided into five sections: History, Culture, Economic Devlopment, Government, and Gift Shop. The Gift Shop is still in the process of being constructed, but this would be a great way for teachers to have access to Seminole art that illustrates a rich part of their culture.

INTRODUCTION TO SEMINOLE CULTURE

Seminole tribes reside in Oklahoma and Florida. They originated from a tribe known as Creeks. This pathfinder will assist you in locating information about this tribe's culture.

A good place to start looking for reference books and circulating books available at your library is it's library's card catalog or online catalog. Use the terms below to combine with "Indians of North America"

Poetry
Pictorial works
Government relations
Juvenile Literature
Social life and customs
Directories
Dictionaries
Chronology
Encyclopedias
Bibliography
Biography
History
Florida
Mythology
Oklahoma
Food
Music
Art
Dances
Legends

Combine terms to focus search to your specific needs. Here are some suggestions:

Indians of North America--Juvenile Literature--Bibliography
Indians of North America-- Encyclopedias
Indians of North America--History

☞ **For general information about the Seminoles and their culture, begin by consulting a reference work like specialized and general encyclopedias and dictionaries like:** The way to locate a similar work that may be available at your library is to search using
Indians of North America--Encyclopedias
Indians of North America--Dictionaries

Ready Reference: Native Americans. Pasadena: Salem Pres, Inc., 1995.

Waldman, Carl. Encyclopedia of Native American Tribes. New York: Facts on File Publications. (1988).

☞ **To aid in the teaching of the topic, teachers should start by locating books on the tribe or Native American tribes in general.** Using combinations of the subject terms listed above, teachers and students will be able to locate useful books to learn and teach with.

☞ **Check for more recent books available, but may not be owned by your own library.** First start by looking up children's books available on the topic, either "Native Americans", "Seminole Indians", or "Indians of North America". If after checking your library's catalog and finding out the book is not owned, one may be able to borrow these books by borrowing from another library system through Interlibrary Loan Service, or purchase a copy through a book store. Three good sources for searching children's books are:

Children's Catalog. 17th ed. New York: H.W. Wilson Company, 1996.

Gillespie, John T. And Corrine J. Naden. Best Books for Children: Preschool through Grade 6. 4th ed. New York: R.R. Bowker, 1990.

Books in Print Plus (CD-ROM). R.R. Bowker. Series v6.25 1196.

☞ **Teachers will want to check out education indexes.** They could provide information on what material should be covered. Also through the use of curriculum guides concerning the given topic, teachers can get an idea about how to go about teaching a unit on this tribe or Native Americans in general.

AskERIC. http://ericir.syr.edu/

Teachers can access AskERIC online. It does have some search capabilities to ERIC documents. Use the search terms "Native Americans" and "curriculum guide".

☞ **Videotapes can be great resources in teaching and learning about topics.** In the particular source listed below, search using the heading "Native Americans".

Scanlon, Christopher P., ed. The Video Source Book. 19th ed. Detroit: Gale Research, 1997/1998.

☞ **Organizations might be able to provide additional information and/or materials not generally available.** Consulting the Encyclopedia of Associations, I was able to find a list of countless organizations under "Native Americans".

☞ **The Internet can be a great source for general information.** Using the search terms "Seminole" and "Native Americans" through *Yahoo!* (http://www.yahoo.com), *Excite* (http://www.excite.com), and *Infoseek* (http://www.infoseek.com), I was able to locate the following three webpages.

Johnson, Joe D. "Oklahoma Image Map"
http://www.mstm.okstate.edu/students/jjohnson2/ok-native.htm
September, 1997.

Florida Department of State. "Seminoles of Florida"
http://www.dos.state.fl.us/flafacts/seminole.html
September, 1997.

"The Seminole Tribe of Florida"
http://www.seminoletribe.com
September, 1997.

If you have any further questions, ask your librarian for help.

HISTORY OF ANIMALS IN THE SEMINOLE CULTURE

A PATHFINDER

INFORMATION RESOURCES IN THE SOCIAL SCIENCES
(LIS 382L.3)
FALL 1997
INSTRUCTOR: PROFESSOR LORIENE ROY

SUBMITTED BY:

JEFFREY A. SEWELL
OCTOBER 8, 1997

INTRODUCTION

The Seminoles, a Native American tribe located in the southeastern section of the United States, are actually of Creek origin. During the eighteenth century, migrants left the Creek towns in Georgia and settled in the swamplands of present day Florida. These individuals were given the collective name "Seminole" which means "separatist" or "runaway." Population of the Seminole tribes increased when slaves joined their ranks to escape the harsh treatment from European colonizers.

According to history and tradition, animals played an important role in Seminole culture. This was largely due to the surrounding environment. Because the land proved to be unsuitable for farming, the Seminoles lived more by hunting and fishing than by agriculture. A typical "Seminole diet" consisted of small mammals, fish, fowl, and even reptiles. Dependent upon animals for their own survival, these Native Americans developed legends and myths about them. In addition, the Seminoles employed animal characteristics in their dances and organized their clans by animal type including Panther, Otter, and Alligator.

The overall purpose of this pathfinder is to assist the user with finding information about the history of animals in Seminole culture using resources available at a research or academic library. Many of the items can also be obtained in a public library or through an interlibrary loan service. Since animals appear frequently in Seminole folklore, this area is strongly emphasized. Specifically, this pathfinder was prepared for Ms. Marisa Schnirman, an elementary school teacher at the Ahfachkee School in Clewiston, Florida. Situated on the Big Cypress Reservation, the Ahfachkee School is participating in the Four Directions Program which integrates the teaching of Native American culture with current technologies.

When deciding on materials to add or exclude from the pathfinder, I focused primarily on sources that an educator might use for preparing a class. An equally important objective was to find books suitable for younger children. Generally speaking, people interested in this topic will probably want the following information:

1) actual Seminole myths or legends consisting of animal references;

2) dictionaries and encyclopedias that define and explain important animal characters; and

3) articles or essays discussing animal symbolism and imagery in Seminole culture.

I began looking for appropriate sources by conducting searches on UTCAT Plus, the online catalog of The University of Texas at Austin. To locate items, I combined the subject "Indians of North America" with these terms: Art; Dances; Drama; Folklore; History; Juvenile Literature; Legends; Music; Mythology; Pictorial Works; Poetry; and Social Life and Customs. Next, to obtain a better background for this topic matter, I reviewed entries in Native American encyclopedias and specialized dictionaries such as the *Encyclopedia of North American Indians* and the *Dictionary of Native American Mythology*. Then, I browsed the Internet by using search engines like *Yahoo!* to find electronic resources.

Two other factors guided me while compiling this pathfinder. First, even though the Seminoles originated in Florida, many of them were forcibly relocated to the "Indian Territory" in what is now present day Oklahoma. Nevertheless, because the actual client for this project is a tribal school in Florida, I purposefully limited my search to sources dealing with this state and its surrounding area. Second, the Seminoles adopted many customs and legends from neighboring tribes. As one scholar noted, "It is difficult to speak of a distinct Seminole mythology and folklore since their tales have recognizable elements common to the entire region of the Southeast."[1] Consequently, to trace the history of animals in Seminole culture, it is often necessary to look at other Native American cultures within the same part of the country (Creek, Cherokee, etc.).

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[1] Robert F. Greenlee, "Folk Tales of the American Seminole," *Journal of American Folklore* 58 (1945) : 140.

BIBLIOGRAPHY

Encyclopedias:

1. Dixon-Kennedy, Mike. *Native American Myth & Legend.* London: Blanford, 1996.

Native American Myth & Legend is a work of major characters found in Indian folklore. A large portion of the entries refer to animals. Subjects are arranged in alphabetical order with cross references to related topics. This source does not have an index, but does have maps of Indian populations and a bibliography of works on Indian myths and legends.

2. *Encyclopedia of North American Indians.* New York: Houghton, Mifflin Company, 1996.

Articles covering factual information on Native Americans can be found in the *Encyclopedia of North American Indians.* Indian social life and customs are analyzed in sufficient detail. There is a separate entry about the Seminoles.

General Histories and Surveys:

3. Bierhorst, John. *The Mythology of North America.* New York: William Morrow and Company, 1985.

In *The Mythology of North America*, the author, John Bierhorst, offers a general overview of the myths found among Native American regions. An entire chapter devoted to the "Lost Worlds of the Southeast," discusses the "rabbit trickster," the "council of animals," and other themes that are a part of Creek and Seminole legends. This book also has maps of Indian cultures and an index.

4. Burland, Cottie. *North American Indian Mythology.* London: Paul Hamlyn, 1965.

North American Indian Mythology reviews the patterns and elements that run through American Indian legends. The book is divided into twelve chapters based upon geographic areas. One section entitled "The Mound Builders in the Southeast" sheds some light on animal stories that parallel Seminole folktales. This source has beautiful photographs of animal objects and a list of the chief gods and spirits referred to in Native American mythology.

5. Weisman, Brent Richards. *Like Beads on a String: A Culture History of the Seminole Indians in Northern Peninsular Florida.* Tuscaloosa, AL: University of Alabama Press, 1989.

A multidisciplinary work, *Like Beads on a String* examines the Seminole tribe's past through the fields of history, anthropology, and archaeology. The importance of animals in Seminole culture is mentioned throughout the book. Hunting, cattle herding, and the use of animals in rituals are examples of the information discussed.

Dictionaries:

6. Gill, Sam D. and Irene F. Sullivan. *Dictionary of Native American Mythology.* Santa Barbara, CA: ABC-CLIO Inc., 1992.

An extremely impressive work, the *Dictionary of Native American Mythology* explains the subjects, symbols, and rituals which are a part of native, North American legends. Each entry is followed by a particular tribe or culture area to identify the term's origin. Cross references appear in the text of entries to assist in locating information. One of the more useful features is the "Index by Tribe." This index facilitates research on specific tribes (such as the Seminole) and is arranged alphabetically.

Anthologies:

7. Lankford, George E. *Native American Legends. Southeastern Legends: Tales from the Natchez, Caddo, Biloxi, Chickasaw, and Other Nations.* Little Rock, AR: August House Inc., 1987.

Ascertaining the central themes in Indian mythology is the purpose behind *Native American Legends.* This anthology is organized by introducing a general subject, like "Tricksters," followed by stories from different tribes related to the subject. Seminole legends are not represented, but there are a large number of tales from the Creeks and the Cherokees.

8. Sturtevant, William C., ed. *A Seminole Source Book.* New York: Garland Publishing Inc., 1987.

In *A Seminole Source Book,* William C. Sturtevant collects major, anthropological reports concerning the Seminole Indians. The coverage of these reports is rather broad. Nevertheless, they explore topics such as the Seminole clans (many of which were named after animals); Seminole dances (the "Turkey Dance," the "Catfish Dance," etc.); and the pronunciation of animal names in Seminole languages (Okeechobee and Miami).

9. Swanton, John R. *Myths and Tales of the Southeastern Indians.* Bureau of American Ethnology Bulletin 88. Washington DC: Government Printing Office, 1929.

Myths and Tales of the Southeastern Indians is a highly respected source of southern Indian myths and legends. The author, John R. Swanton, worked as an anthropologist with the Bureau of American Ethnology. During his tenure, Swanton obtained stories from the Creeks, Choctaws, and Chickasaws. While this volume does not contain Seminole folktales, there is a substantial amount of material from the Creek Indians who are directly related to the Seminoles.

Bibliographies:

10. Haywood, Charles. *A Bibliography of North American Folklore and Folksong. Volume Two: The American Indians North of Mexico, Including the Eskimos.* 2nd ed. New York: Dover Publications Inc., 1961.

Although this resource is retrospective in coverage, Haywood's *A Bibliography of North American Folklore and Folksong* provides a wealth of information on Native American cultures. It is well organized and easy to use. The volume on American Indians begins with a general bibliography about subjects such as folklore, music, and dance. Haywood arranges the second part of this source by culture areas (Southeastern Area), then by specific tribes (Seminole, Creek, etc.).

11. Kersey, Harry A., Jr. *The Seminole and Miccosukee Tribes: A Critical Bibliography.* Bloomington, IN: Indiana University Press, 1987.

Written in essay form, *The Seminole and Miccosukee Tribes: A Critical Bibliography*, is a selective listing of works on these Native Americans who are indigenous to Florida. This bibliography actually reads like a short history; important sources are set off with italics in the text. Sources also appear in the index under the last name of the author.

12. Ullom, Judith C., comp. *Folklore of the North American Indians: An Annotated Bibliography.* Washington DC: Government Printing Office, 1969.

The bibliography, *Folklore of the North American Indians*, is unique in that it describes resources which are appropriate for children. It is divided into two sections -- "General Background" and "North American Culture Areas." An entire chapter is dedicated to the Southeast region, the habitat of the Seminoles. Children's works featuring animal characters are highlighted.

Periodicals and Journals:

13. *Florida Historical Quarterly*. Tampa, FL: Florida Historical Society; University of South Florida, (published quarterly).

Florida Historical Quarterly includes essays, documents, and reviews that pertain to Florida's history. While all aspects of this state's history are covered, a significant number of articles focus on the Seminole Indians. An author-title index appears at the end of each volume.

14. *Journal of American Folklore*. Arlington, VA: American Folklore Society, (published quarterly).

The *Journal of American Folklore*, first published in 1888, is an important resource for this field of study. It contains scholarly articles from disciplines like anthropology, history, and sociology. In addition, there are reviews of current books, films, and videotapes. *American Folklore* is available in paper and microfilm formats and can be searched in major humanities or social science indexes. The following articles, found in *American Folklore*, deal directly or indirectly with animals in Seminole culture:

Robert F. Greenlee. "Folk Tales of the Florida Seminole." *Journal of American Folklore* 58 (1945): 138-144.

John R. Swanton. "Animal Stories from the Indians of the Muskhogean Stock (Natchez, Alabama, Koasati, Hichiti, and Creek)." *Journal of American Folklore* 26 (1913): 193-218.

Internet Resources:

15. "The Seminole Tribe of Florida"
http://www.seminoletribe.com
(October, 1997).

"The Seminole Tribe of Florida" is an excellent website. It is composed of separate webpages each designed around a certain area of study. Three pages are directly related to the topic of animals in Seminole culture: http://www.seminoletribe.com/culture; http://www.seminoletribe.com/culture/legends.html; and http://www.seminoletribe.com/culture/storyteller.html. Another feature of this website is an "electronic bibliography" of resources about the Seminoles.

16. "Seminole Storytelling"
http://www.gate.net/~semtribe/legends/backcvr.html
(October, 1997).

The site, "Seminole Storytelling," offers a virtual look at *Legends of the Seminoles*, written by Dr. Betty Mae Jumper. Highlights include excerpts from Dr. Jumper's book.

17. "Seminole Tribe of Florida Email Composer"
http://www.gate.net/~semtribe/template/sendit.html
(October, 1997).

Information can be accessed through the Internet in various ways. One form that should not be overlooked is electronic mail. The "Seminole Tribe of Florida Email Composer" allows individuals to send messages directly to this tribe. Responses to questions are sent by email or by telephone.

Children's Resources:

18. Arnott, Kathleen, comp. *Animal Folk Tales Around the World.* London: Blackie & Son Limited, 1970.

As the title implies, this book is a collection of animal stories from various nations. Older elementary students will find the tales easy to read. Of particular interest are two Native American legends which originated in the Southeastern United States -- "The Chief of the Water Snakes," and "Why Rabbits have Short Tails."

19. Brown, Virginia Pounds and Laurella Owens, comps. and eds. *Southern Indian Myths and Legends.* Birmingham, AL: Beechwood Books, 1985.

Southern Indian Myths and Legends brings together the stories developed by Native American tribes living in the Southeastern section of the United States. A majority of the tales were rewritten from anthropological sources. Six of the legends are of Seminole origin. Each story is short enough to be read to younger children. Older children can enjoy reading them on their own. This book contains illustrations, a map of Southern tribes, and a bibliography.

20. Hausman, Gerald, comp. *How Chipmunk Got Tiny Feet: Native American Animal Origin Stories.* New York: HarperCollins Publishers, 1995.

Beautifully illustrated, *How Chipmunk Got Tiny Feet* includes seven Indian folktales devoted to animals. Although there are no Seminole legends, two of the stories come from the Creeks (the forefathers of the Seminoles); namely, "How Bat Learned to Fly," and "How Possum Lost His Tail."

21. Jumper, Betty Mae. *Legends of the Seminoles.* Sarasota, FL: Pineapple Press, 1994.

Dr. Betty Mae Jumper, the author of *Legends of the Seminoles,* is a Native American and a member of the Seminole Tribe. She is also an avid storyteller. In *Legends of the Seminoles,* Dr. Jumper recounts actual folktales she listened to as a child. The value of this book lies in its authenticity.

22. Scheer, George F., ed. *Cherokee Animal Tales.* New York: Holiday House, Inc., 1968.

Cherokee Animal Tales is a collection of thirteen short stories that younger children can listen to or read by themselves. The introduction discusses the role of animals in Cherokee folklore such as the Rabbit, also known as the "Trickster" or "Deceiver." Pencil sketches of animal characters complement the book. (The Cherokee are a neighboring tribe of the Seminole.)

Style Manual:

22. Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 4th ed. New York: The Modern Language Association of America, 1995.

I used the *MLA Handbook* for documenting sources in my bibliography. This resource provides instruction for properly writing citations.

HISTORY OF ANIMALS IN THE SEMINOLE CULTURE
A PATHFINDER

Prepared by: Jeffrey A. Sewell

Animals played a large role in Seminole culture. Legends about animals have been passed down through generations by tribal elders. These Native Americans emulate animal movements in their ceremonial dances and organize their family units according to animal species. This pathfinder can aid the user in finding resources on this topic.

⇒ **FIRST, begin looking for reference books and other resources by examining your library's card catalog or online public access catalog, also known as an OPAC. Combine the subject "Indians of North America" with the following terms:**

Art
Dances
Drama
Folklore
History
Juvenile Literature
Legends
Music
Mythology
Pictorial Works
Poetry
Social Life and Customs

⇒ **SECOND, consult encyclopedias and specialized dictionaries for general information on the history of the Seminoles and their culture.**

Encyclopedia of North American Indians. New York: Houghton, Mifflin Company, 1996.
Brief, factual articles about the Seminoles and Native American social customs.

Gill, Sam D. and Irene F. Sullivan. *Dictionary of Native American Mythology.* Santa Barbara, CA: ABC-CLIO Inc., 1992.
Definitions of characters, symbols, and rituals found in North American legends.

⇒ **THIRD, review scholarly essays on the use of animals in Seminole culture and the subject of animals in Native American mythology.**

Sturtevant, William C., ed. *A Seminole Source Book.* New York: Garland Publishing Inc., 1987.
Reports and studies concerning the social life of the Seminole Indians. Contains references to clans, "animal-type" dances, and hunting methods.

Swanton, John R. *Myths and Tales of the Southeastern Indians.* Bureau of American Ethnology Bulletin 88. Washington DC: Government Printing Office, 1929.
Collection of southern Indian myths and legends.

⇒ **FOURTH, expand your research on this topic by studying comprehensive bibliographies.**

Haywood, Charles. *A Bibliography of North American Folklore and Folksong. Volume Two: The American Indians North of Mexico, Including the Eskimos*. 2nd ed. New York: Dover Publications Inc., 1961.
An extensive listing of sources on Native American folklore, music, and dance.

Kersey, Harry A., Jr. *The Seminole and Miccosukee Tribes: A Critical Bibliography*. Bloomington, IN: Indiana University Press, 1987.
Selective bibliography of historical works.

⇒ **FIFTH, refine your knowledge of this subject and keep informed of current developments by reading articles in specialized journals.**

Journal of American Folklore. Arlington, VA: American Folklore Society, (published quarterly).
Scholarly essays from the social sciences (anthropology, history, sociology) and the humanities (art, literature, music).

⇒ **SIXTH, be sure to scan the Internet for additional data using search engines like *Yahoo!* and *Infoseek*. Websites can be retrieved by inputting terms such as "Native Americans" and "Seminole Indians."**

"The Seminole Tribe of Florida"
http://www.seminoletribe.com
October, 1997.
Internet site consisting of separate webpages explaining Seminole history and culture.

⇒ **SEVENTH, if you are interested in teaching Seminole animal stories to children, locate and obtain the appropriate age-level materials.**

Brown, Virginia Pounds and Laurella Owens, comps. and eds. *Southern Indian Myths and Legends*. Birmingham, AL: Beechwood Books, 1985.
American Indian folktales "rewritten" for children to enjoy.

Jumper, Betty Mae. *Legends of the Seminoles*. Sarasota, FL: Pineapple Press, 1994.
Real stories compiled by a Native American and member of the Seminole Tribe.

⇒ **FINALLY, if you need further assistance, remember to ask your librarian for help!**

SEMINOLE WARS (1815-1900): A PATHFINDER

For 6th-8th grade students and their teachers
at the Ahfachkee School,
Big Cypress Reservation,
Clewiston, Florida.

By

Jennifer M. Payne

Social Science Reference
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Dr. Loriene Roy
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The Seminole Wars of the Nineteenth Century were a series of conflicts that involved the American, Native American, and African populations of the territory that became Florida. At beginning of the Nineteenth Century, tensions between the United States and the Seminole increased as Americans trespassed onto tribal territory and slave-owners accused the Seminole of illegally sheltering their runaway slaves. These conflicts with the Seminole continued to escalate until war was declared in 1817. General (later President) Andrew Jackson distinguished himself during the First Seminole War (1817-1821). Seminole leader Billy Bowlegs proved a formidable opponent to Jackson whose fame was only overshadowed by that of the great Osceola who led the Seminole during the Second War (1835-1842). During this conflict, the Seminole fought to remain on their lands in Florida, but they were defeated and most were removed to reservations in Oklahoma. The Third Seminole War (1855-1858) involved the few remaining Seminole who wanted to protect the last lands under their control: the wetlands of Southern Florida. Their determination wore down the United States; the Florida Seminole were ultimately allowed to remain on their lands. The chronology of these hostilities can be misleading for while three distinct periods of warfare are recognized, the Seminole continued to resist American hegemony throughout the Nineteenth Century. Students, therefore, should probably consider studying the entire century of struggle and not just the few years of actual warfare.

This pathfinder was developed for the students of the Ahfachkee School on the Big Cypress Reservation in Clewiston, Florida. It is a tribal institution made up of nearly 100 students in grades k-12. While the school's web page did not indicate the extent of its library facility, the students do have access to at least two online computers. The Seminole Tribal Library also has a branch in Clewiston thus students and teachers can utilize this resource for acquiring information.

In preparing this pathfinder, I considered two levels of inquiry. The first level is designed for students who want basic information about the events, people, and locales involved in the Seminole Wars. Resources selected for this Basic Search are written in a clear, easy to understand style and are likely to be available at a school or public library. Encyclopedias, atlases, biographical sources, library catalogs, and back-of-book bibliographies are emphasized for this type of research. and are indicated by a • on the pathfinder. More advanced searches for students and teachers build on this basic level using indexes, published bibliographies, and online searches to access scholarship on the Seminole Wars, the history of Native Americans, and Florida History. This Advanced Search can uncover more in-depth sources such as first-hand battle accounts by veterans of the Seminole Wars, United States government documents relating to the treatment of the Seminole prisoners, or lesson plans that incorporate the Seminole Wars into classroom projects. Resources for this Advanced Search are indicated by a ••.

I accessed the materials represented in this pathfinder through either the online catalog and online indexes at the University of Texas' Perry Castaneda Library or through the online catalog of the Austin Public Library. The juvenile reference section at the Little Walnut Creek branch of APL was particularly useful as was the general reference section in PCL at UT. Internet resources are also included because several were found to be both informative and eye-appealing; they are also a low-cost alternative to books that can be easily accessed by the teacher or students. Overall, I focused on those materials that included bibliographies because the ultimate purpose of this project is to guide middle school students and their teachers to resources on the Seminole Wars beyond those found in the classroom or school library.

Annotated Bibliography for the Seminole Wars Pathfinder.

ENCYCLOPEDIAS and other basic reference works.

1. Ciment, James. Scholastic Encyclopedia of the North American Indian. New York: Scholastic Reference, 1996.

This work incorporates compact articles with high-tech graphics and boldfaces the many terms used that are featured in a mini-dictionary/glossary at the back of the book. While the content may not be highly detailed, it is a good quick-reference and is formatted with a layout that should appeal to the pre-teen student. Look under *Seminole* for a two-page spread that tells the history of the Seminole through tables, photographs, and profiles of tribal leaders.

2. Dictionary of the Indian Tribes of the Americas. Newport Beach, CA: American Indian Publications, 1995.

This three volume set is a comprehensive history of all of the major and many lesser known tribes of native North Americans. Entries provide geographical location, biographical information on noted members, descriptions of rituals, dress and customs, and illustrations where possible. Profiles of pueblos, reservations, and other communities are also featured. Perhaps the most useful aspect of this dictionary is the inclusion of bibliographical sources in all of the articles--even for more obscure tribes. The *Seminole* article's book list should be checked by the student wanting information on the tribe or the Seminole Wars.

3. Handbook of North American Indians, Volume IV: History of Indian-White Relations. Washington DC: Smithsonian Institution, 1988.

This ambitious (incomplete) multi-volume work published by the Smithsonian Institution is probably the most comprehensive resource on the native peoples of North America. The fourth volume of the series, History of Indian-White Relations, includes the article "Indian-United States Military Situation, 1775-1848" by John K. Mahon, that discusses the Seminole Wars in a broader context. Mahon's entry includes maps and illustrations from the time of the Seminole Wars depicting pro- and anti- Seminole sentiments.

4. Ready Reference American Indians. Vol. III. Harvey Markowitz, consulting editor. Pasadena, CA: Salem Press, Inc: 1995.

A concise, two-page summary of the wars is located under the heading *Seminole Wars*. This three volume work is designed for the quick access of information on Native Americans. Each encyclopedic entry begins with a table indicating the culture's geographic area, the language group of the people, the primary location of the tribe, and the population of that tribe according to the 1990 Census. The article is then organized chronologically by century. Major works on the topic are featured in short bibliographies following each article and the editors included extensive cross listings to other relevant topics treated elsewhere in the work. Other subject headings to search under include *Seminole; African-American/American Indian Relations; Bowlegs, Billy; Creek War; and Osceola*

A HISTORICAL ATLAS will give the researcher an understanding of the geographical realities faced during the Seminole Wars.

5. Waldman, Carl and Molly Braun. Atlas of the North American Indian. New York: Facts on File, 1985.

The summary of the Seminole Wars on pages 122 and 123 is the most concise and well written of any researched during this project. While the maps were only two color, they featured the names and dates of what must have been all of the major battles of the Seminole Wars. This work also graphically recounts the struggles between Native Americans and the United States during the history of the Southeast.

BIOGRAPHICAL SOURCES on the people who took part in the conflict.

6. Waldman, Carl. Who Was Who in Native American History: Indians and Non-Indians from Early Contacts through 1900. New York: Facts on File, 1990.

In this Who Was Who, every key individual who fought in the Seminole Wars was listed and cross referenced against the other participants. Any featured illustrations were line drawings, but the entries more than made up for any lack of color or graphic power. Not only were the biographical portraits concisely written in an easy to read style, they were printed in a legible-size type. Easily overlooked warriors from all sides were granted respectably sized entries. This book gets the top prize. Look under the name of the Seminole tribesman or the American military leader you are interested in learning more about. Some good choices are "Osceola," "Alligator," "Jumper," "Billy Bowlegs," "Major Frances Dade," and "General Duncan Clinch."

BOOKS written for middle-school aged students.

7. Andryszewski, Tricia. The Seminoles: People of the Southeast. Brookfield, CT: 1995.

Recounts the history of the Seminole peoples and the Seminole Wars in an easy to read format. Colorful photographs give a graphic account of life among the Florida tribes. Chapter four is devoted to the Second Seminole War focusing mainly on the triumph and later death of the great Seminole leader Osceola.

8. Garbarino, Merwyn S. The Seminole. New York: Chelsea House Publishers, 1989.

Written in a slightly more challenging style, this book covers the history of the Seminole tribe and the Seminole Wars more extensively than the Andryszewski work. While there are fewer color photographs, Gabarino incorporates several illustrations, including political cartoons, that were created during the time of the Seminole Wars thereby giving the student an idea of how the United States perceived its Seminole enemy. Unfortunately there are no cartoons depicting how the Seminole viewed the U.S. The Seminole also features an informative glossary and a "Seminole at a Glance" fact sheet at the end of the book. Its bibliography, while less comprehensive than that in the Andreyszewski work, mentions other resources suitable for middle school readers.

RESEARCH METHODS are particularly useful for more advanced searches.

9. Haas, Marilyn L. Indians of North America: Methods and Sources for Library Research. Hamden, CT: Library Professional Publications, 1983.

An excellent resource on Native American history that outlines basic and advanced search strategies. Haas' landmark work begins with a comprehensive explanation of subject classification and call numbers with examples in the Library of Congress and Dewey Decimal systems. Online databases, library catalogs, handbooks, encyclopedias, and directories are discussed and described as are tips for best utilizing

them. The last section of the book consists of two bibliographies: an annotated listing of books under subject headings such as Folklore, Captives, Libraries, and Missions, and an non-annotated bibliography on the Tribes of North America. While it is written in a clear style, younger students may balk at the methodology described. Teachers and older students may find this an invaluable resource. I would recommend it to anyone planning to study Native American history.

10. Hill, Edward E. Guide to Records in the National Archives of the United States Relating to American Indians. Washington DC: National Archives and Records Service, 1981.

Book outlines what resources on Native Americans are being preserved at the National Archives. While not every researcher will have the opportunity or need to travel to the National Archives, an awareness of what is available can be an asset to any project. Hill discusses the history and classification of many types of records such as those of the Land Management Bureau and the correspondence and of the Seminole Tribal Agency. Several sections were devoted to resources on armed conflict between the United States military and Native Americans including records from the Seminole Wars. Look under the heading *Seminole Indians -- Military and Naval Operations.*

SUBJECT BIBLIOGRAPHIES about the Seminole Wars and other Native American subjects.

11. Hirschfelder, Arlene B. Mary Gloyne Byler, Michael A. Dorris. Guide to Research on North American Indians. Chicago: American Library Association, 1983.

Compilation of English-language sources on Native American peoples from across the United States and Canada including a few important sources on Mexico, Central, and South America. Each title is accompanied by lengthy annotations that identify the author by organization of origin, the tribes associated or mentioned within, and information about the source's citations. The entire bibliography is arranged alphabetically by author and is divided into topics such as general studies, political organizations, Autobiographies, Biographies, Religion, Philosophy, Law, Education, and Literature. This book is best used in conjunction with Haas' Indians of North America, but is a good source for titles when used alone.

13. Prucha, Francis Paul. Bibliographical Guide to the History of Indian-White Relations in the United States. Chicago: University of Chicago Press, 1977.

14. ____. Indian-White Relations in the United States: A Bibliography of Works Published, 1975-1980. Lincoln, NB: University of Nebraska Press, 1982.

These companion bibliographies are the result of sources uncovered during a lifetime of research by a Jesuit professor of history at Marquette University. While not for the casual researcher, thy guide the reader to some unusual and useful sources such as newspaper citations from the time of the Seminole Wars, letters written by soldiers, and other first-hand accounts of battle. These two works, the original 1977 version and a 1982 update, include citations of many hard to find sources published over the past two centuries. All of the citations are arranged alphabetically by author under such subject headings as Military Relations, Indian Education, Legal Relations, and Indian Affairs. Prucha also discusses the acquisition and use of materials from the National Archives and outlines a guide to sources such as Indian newspapers. Perhaps the most useful feature of Prucha's bibliographies is his extensive index; the lists can be searched using the name of an individual, an institution, or an event.

15. The American South: A Historical Bibliography. Volumes I & II. Jessica S. Brown, editor. Santa Barbara, CA: ABC-Clio, Inc, 1986.

While not strictly a source on Native Americans, Seminole life and culture are part of Southern History and are well treated within this work. This publication by the historical reference service ABC-Clio includes over 8000 citations of resources covering the history of the American South and other specialized topics such as Images of the South and Southern Society, the Southern economy, and Southern Politics. An entire section in Volume II is devoted to Indians in Southern History. A search in the index under *Seminole* and *Seminole Wars* yielded several resources of potential use to a teacher or including several first hand accounts of veterans.

EDUCATIONAL RESOURCES specifically geared for the educator are easily accessed through the ERIC family of indexes, abstracts, and reports. These are available on the World Wide Web and can be accessed through the UT Library Online Web Page at http://www.lib.utexas.edu (select Indexes, Abstracts, and Full Text)

15. ERIC, an acronym for Education Resources Information Center, is the general term used for the government-sponsored service that indexes, abstracts, and publishes information on all aspects of education. ERIC information is available online through University of Texas as ERIC (OVID Online), but it can also be accessed through the two bound sources RIE (Resources in Education) and CIJE (Current Index to Journals in Education). Try using the subject headings *Seminole, Seminole Wars, Seminole Tribe, Osceola.*

16. A superb **JOURNAL**, the Florida Historical Quarterly, has published several favorably reviewed articles in recent years concerning the Seminole Wars and it continues to be a viable resource for students of the American Southeast. This periodical is the organ of the Florida Historical Association and it publishes articles that have undergone peer-review, therefore the conclusions of its featured authors have been judged sound by fellow historians. Regular perusal will allow the reader to learn about the latest issues researched on Florida and its peoples.

ONLINE RESOURCES give the student and teacher access to sources on the World Wide Web. Some web sites were found to have useful information and eye-catching graphics depicting the Seminole Wars, its battlefields, and heroes. They also all included bibliographies and links to other sources on the Seminole Wars.

17. "Florida Seminoles and the Florida War Web Page." [No Dates]. Available [online]: www.geocities.com/yosemite/1743/seminole.html [Accessed 7 October 1997].

Features narratives on the Seminole Wars written by historian Christopher D. Kimball. Kimball adds a new article every month (click on the title of the article for its full text) and the site features links to other Seminole web pages of interest. This site would be best used to get detailed descriptions of some of the battles and for profiles of the personalities involved. Many of these two to three page articles have been submitted to newspapers and are written on a level that should be accessible to the middle school student.

18. "The Seminole Tribe Web Page, History of the Seminole Wars." [No Dates]. Available [online]: www/seminoletribe.com/history [Accessed 7 October 1997].

Features a history section that describes the battles of the Seminole Wars, Profiles the Leaders of both sides, and has pictures of the major events. Good graphics. Try searching under the headings *Indian Removal, No Surrender!, Osceola and Abiaka, Survival in the Swamp,* and *The Council Oak* for more informative pages that focus on particular events and personalities of the Seminole Wars. Click on *Bibliography* to get lists for books and materials recommended for the general public on this topic.

19. "Seminole Tribal Library System Web Page." [No Dates]. Available [online]: www.gate.net/~semtribe/library/library.html [Accessed 7 October 1997].

Describes the tribal library system that provides reading materials and other resources to Seminole reservations. Click on the graphics to view pictures of Osceola, Jumper and battle scenes from the Seminole Wars. Click on *Bibliography* to get lists of recommended books. Choose *Branches* for information on the address, hours, and phone numbers of all four branches in the tribal library system including those of the Willie Frank Memorial Library in Clewiston, Florida. While anyone can use the materials owned by the facility on-site, borrowing privileges are extended to tribal members only and interlibrary loan is not available.

STYLE MANUALS.

20. "Citing Electronic Information in History Papers." [11 September 1997]. Available [online]: www.people.memphis.edu/~mcrouse/elcite.html [7 October 1997].
Gives examples of how to cite online resources in history papers and adds fuel to the debate over exactly who should decide the citation format.

21. Turabian, Kate L. A Manual for Writers of Term Papers, Theses, and Dissertations.. Fifth Edition. Chicago: University of Chicago Press, 1987.
Classic work used most often in social science track courses. My favorite.

SEMINOLE WARS (1815-1900): A PATHFINDER

The Seminole Wars were a century-long struggle between the Seminole Tribe and the United States over the rights of the Seminole to remain on their Florida lands. This pathfinder will help the Ahfachkee School 6th-8th grade student perform a BASIC SEARCH to find information on the events of and persons involved in the Seminole Wars. Students wanting more in-depth information and teachers may wish to continue with the ADVANCED SEARCH to locate more detailed and educational sources.

To perfom a **BASIC SEARCH,** follow the steps marked by a •.
The **ADVANCED SEARCH** continues with steps indicated by a ••

• **ENCYCLOPEDIAS** are a great place to start. This way you can understand the basic chronology of the conflicts and identify some of the major personalities for later study. Suggested headings include: *Seminole*, *Seminole Wars*, and *Osceola*.

Dictionary of the Indian Tribes of the Americas. Vol. III. Newport Beach, CA: American Indian Publications, 1995.
Search under *Seminole*, pages 810-814, and check the extensive bibliography included in the *Seminole* article.

Ready Reference American Indians. Vol. III. Harvey Markowitz, consulting editor. Pasadena, CA: Salem Press, Inc: 1995.
Look under the heading *Seminole Wars*, pages 704-705, for a good summary of events. Other subject headings to search under include *Seminole; African-American/American Indian Relations; Bowlegs, Billy; Creek War; and Osceola*

• A **HISTORICAL ATLAS** will provide maps of the Seminole Wars.

Waldman, Carl and Molly Braun. Atlas of the North American Indian. New York: Facts on File, 1985.
This reference work features a very good summary of the Seminole Wars and maps of the major battles on pages 122-123.

• **BIOGRAPHICAL SOURCES** describe the people who took part in the wars.

Waldman, Carl. Who Was Who in Native American History: Indians and Non-Indians from Early Contacts through 1900. New York: Facts on File, 1990.
Look under the name of the Seminole or American military leader you are interested in learning more about. Some good choices are "Osceola," "Alligator," "Jumper," "Billy Bowlegs," "Major Frances Dade," and "General Duncan Clinch."

• **LIBRARY CATALOG** search your school or public library's catalog by the titles of books mentioned in bibliographies or under these Library of Congress subject headings:

Seminole Wars
Seminole War, 1st (2nd, or 3rd)
Indians of North America -- Seminole
Osceola
Bowlegs, Billy

• **INTERNET RESOURCES** include World Wide Web pages that have information on the Seminole Wars. Most have links to other sites on the web with information on the Seminole Tribe.

The Seminole Tribe Web Page, History of the Seminole Wars.
`http://www/seminoletribe.com/history`

Seminole Tribal Library System Web Page.
`http://www.gate.net/~semtribe/library/library.html`

Florida Seminoles and the Florida War Web Page
`http://www.geocities.com/yosemite/1743/seminole.html`

•• Sources that describe **RESEARCH METHODS**, or how to research efficiently, are particularly useful for more advanced searches.

Haas, Marilyn L. Indians of North America: Methods and Sources for Library Research. Hamden, CT: Library Professional Publications, 1983.
This resource describes how books on Native American history are arranged in a library and gives good tips on researching Native American topics.

•• **SUBJECT BIBLIOGRAPHIES** lead the researcher directly to scholarly books and articles written about the Seminole Wars and other Native American subjects.

Hirschfelder, Arlene B. Mary Gloyne Byler, Michael A. Dorris. Guide to Research on North American Indians. Chicago: American Library Association, 1983.
English-language sources on Native American peoples from across the United States and Canada are listed in this work. Check in the index under *Seminole*.

The American South: A Historical Bibliography. Volumes I & II. Jessica S. Brown, editor. Santa Barbara, CA: ABC-Clio, Inc, 1986.
An entire section in Volume II is devoted to Indians in Southern History. Search in the index under *Seminole* and *Seminole Wars* .

•• Teaching materials and other **EDUCATIONAL RESOURCES** specifically geared for the educator are easily accessed through the ERIC family of indexes, abstracts, and reports. These are available in print form and on the World Wide Web. The online version can be accessed through the UT Library Online Web Page at

`http://www.lib.utexas.edu` (select Indexes, Abstracts, and Full Text)

By now you should have information from a variety of sources on the Seminole Wars. If you need to request a book through Interlibrary Loan, ask your school or public librarian for assistance.

-- Jennifer M. Payne
October 8, 1997

Twentieth Century History of the Seminole Indians

A Pathfinder

Michelle L. Gonzales

LIS 382L.3 Roy

December 3, 1997

Gonzales, Michelle

Twentieth Century History of the Seminole Indians

— A Pathfinder —

The Seminole Indians, a tribe descended from the Creeks, have lived in the Florida Everglades since the 1700s. During the Federal Indian removal efforts of the 1800s, many were driven from their native land into Oklahoma Indian Territory; a few remained hidden in the Everglades. From then on, the tribe was divided between two separate communities, one in Oklahoma and one in Florida. In the 1960s, a branch of the tribe split off to become the Miccosukee Tribe.

This pathfinder is designed to guide the user to information on the 20th century history of the Seminole and Miccosukee Indians. The client is Lee Zepeda, a high school instructor at the Ahfachkee School on the Big Cypress Seminole Reservation in Florida. Mr. Zepeda teaches students at the Alternative Education High School, one unit of Ahfachkee. The pathfinder is designed to help 9th-12th graders locate information in the political, cultural, social, and economic history of the Seminole and Miccosukee Indians in the 20th century. It aims to facilitate an introduction to the topic, as well as to provide guidance for further, more comprehensive research. Because the school is a member of the Four Directions Project, an initiative designed to increase the use of technology in Native American schools, it identifies electronic as well as print resources.

I began my search for information by reviewing entries on the Seminole Indians in several reference works, including Encyclopedia Americana, American Indians, and Native America in the Twentieth Century: An Encyclopedia. These sources identified the origins of the tribe and key events in its history, and many included helpful bibliographies. They also suggested the following terms with which I searched for pertinent information:

- Indian, American or Indians of North America
- Seminole Indian(s)/tribe/nation
- Miccosukee/Micosukee/Mikasuki
- Five Civilized Tribes
- Florida or Oklahoma

Using these terms and the citations I obtained from bibliographies in the reference works, I searched the online public-access catalog of the University of Texas at Austin General Libraries, UTCAT, for books on the Seminoles and on Native Americans generally. This identified approximately 80 works owned by UT General Libraries; from this group I selected and reviewed those works whose titles suggested they might cover 20th century Seminole history. Finally, I conducted an Internet search using Alta Vista, HotBot, Yahoo!, and Excite. From the sources reviewed I selected those that answered one or more of the following questions:

- How have the demographics of the tribe changed, and why?
- How has the political situation of the tribe changed, and why?
- How has Seminole culture and lifestyle changed, and why?
- What major events in Seminole history have been noted?
- What is the condition of the Seminole tribe today?
- Where can I find more information on Seminole History?

Criteria for inclusion in the pathfinder were fourfold: depth of coverage, appropriateness for the audience, authority, and utility as a research guide. I sought sources that offered more than a few sentences on 20th century history but that written at a level appropriate for high school students. I did not include sources that were difficult to use (due to lack of an index, for example.) Also, I considered the author and/or the publisher of each work; I included only works by established authors or reliable publishing houses. Finally, I tried to include sources that provided bibliographies or suggestions for further reading.

Annotated Bibliography

Citation of sources follows the guidelines in MLA Handbook for Writers of Research Papers, 4th ed., by Joseph Gibaldi (New York: Modern Language Association of America, 1995.)

1
Academic American Encyclopedia. 22 vol. Danbury, CT: Grolier, 1997.

> Academic American is a general encyclopedia designed for high school students. Under the heading "Indians, American," it contains a section on Indians in the 20th century that covers population, land holdings, government policy, the American Indian Movement, claims, self-government, and education. This section provides excellent background for studying the 20th century history of American Indians. Under "Indians, American: Federal Reservations," it contains a map and list of reservations by state (see Oklahoma and Florida). Under "Seminole" it contains a brief entry that focuses mainly on tribal origins and 19th c. history. Use the index to locate references to Seminoles in other entries.

2
American Indians. Ed. Harvey Markowitz. 3 v. Pasadena, CA: Salem Press, Inc., 1995.

> This encyclopedia contains a 3-page entry on the Seminole tribe, covering topics such as culture area, language group, location, population size, tribal origins, culture, and history. The essay provides respectable coverage of 20th century events. It includes see also references and a brief bibliography.

3
The American South: A Historical Bibliography. 2 v. Ed. Jessica S. Brown. Santa Barbara, CA: ABC-Clio, 1986.

> This lengthy bibliography covers many topics in Southern history. Volume II contains a section entitled "Indians in Southern History: The Twentieth Century," which contains eight references to articles and books about the Seminoles. Also, the Index contains entries under "Seminole Indians," "Seminole Wars," and "Miccosukee Indians."

4
Biographical Dictionary of Indians of the Americas. 2 v. Newport Beach, CA: American Indian Publishers, Inc., 1991.

> Use the index to this biographical dictionary to locate entries on notable Seminoles and Miccosukees. Includes historical as well as modern day figures. Illustrated with photos and drawings. Includes an alphabetical list of entries as well as an index of entries by tribal affiliation.

5
Chronology of the American Indian; A Guide to Native Peoples of the Western Hemisphere. Newport Beach, CA: American Indian Publishers, Inc., 1994.

> A detailed chronology covering notable events in Native American history from 25,000 BC to 1994. Use the index to locate events in Seminole history; look under "Seminole Indians" and "Five Civilized Tribes." Entries are generally a few sentences long, and reflect both gradual changes as well as discrete events. Strong coverage of the history of Indian-White relations.

6
Encyclopedia Americana. 30 vol. Danbury, CT: Grolier, 1991.

> Americana is a general but scholarly adult encyclopedia. It contains a substantial chapter on American Indians that includes a discussion of Indian ways of life after European contact, and an inventory of government provisions for (and against) the Indian. It is a good source for an overview of themes, trends, issues, and events in the 20th century history of Native North America. (It also contains a brief entry on the Seminoles, which provides only a brief mention of the Seminoles today.)

7
Garbarino, Merwyn S. Big Cypress: A Changing Seminole Community. New York: Holt, Rinehart, and Winston, Inc., 1972.

> A cultural anthropologist's report of his studies of the Seminole community on the Big Cypress Reservation. The author was interested primarily in the effects contact with outside society has had on Seminole lifestyle and culture. Specifically, he covers the changes following the introduction of the cattle industry and the development of a new political structure. Includes references and a list of recommended readings.

8
Handbook of North American Indians. Gen. ed. William C. Sturtevant. 20 v. Washington, D.C.: Smithsonian Institution, 1988.

> An exhaustive, scholarly work, this multi-volume encyclopedia is arranged by culture area. Unfortunately, the volumes covering Seminole culture areas (Plains and Southeast) have not yet been published. Volume 4, "History of U.S.-Indian Relations," is a good source for information on 20th century Indian-White relations, but not for detailed information on the Seminole tribe. Success with this source requires extensive searching and use of the index.

9
Kersey, Harry A. "Seminoles and Miccosukees: A Century in Retrospective." In Indians of the Southeastern United States in the Late 20th Century. Ed. J. Anthony Paredes. Tuscaloosa, AL: University of Alabama Press, 1992.

> This 18-page essay covers developments of the two tribes in the 20th century. Kersey discusses government relations and legislation, land claims, self-government, economics, education, and reservation life. It is authoritative and readable.

10
Kersey, Harry A. The Seminole and Miccosukee Tribes: A Critical Bibliography. Bloomington, IN: Indiana University Press, 1987.

> A lengthy bibliographical essay that combines a narrative on Seminole history with a bibliography of works on various topics in Seminole studies. Three sections provide significant emphasis on 20th century Seminole history: "Withdrawal, Stabilization, and Re-emergence, 1858-1925;" "Reservations: The New Deal Through World War II, 1926-1956;" and "From Near-termination to Self-determination, 1857-1982." Includes lists of reading "for the beginner" and "for a basic library. The extensive bibliography notes works appropriate for secondary school students with an asterisk.

11
Klein, Barry T. Reference Encyclopedia of the American Indian. 7th ed. West Nyack, NY: Todd Publications, 1995.

> A single-volume work on American Indians comprised of four main sections: (1) U.S. source listings (i.e., directory), (2) Canadian source listings, (3) bibliography, and (4) biographical sketches of notable people. Provides a wealth of current factual and directory information, such as lists of tribes, tribal councils, reservations, and Native American organizations. In sections arranged geographically, look for the Seminoles under Florida or Oklahoma. Use the subject index to the bibliography as a guide to further reading.

12
Native America in the Twentieth Century: An Encyclopedia. Ed. Mary B. Davis. New York: Garland Pub., 1994.

> Contains a 3-page entry on the 20th century history of the Seminole tribe and a separate entry the Miccosukee tribe. Each entry covers culture, economy, politics, leadership, education, and allotment. Includes *see also* references and lists of further reading. There are also maps showing the locations of Seminole reservations on p. 405 and 547. The index can be used to locate additional references to the Seminoles; look under "Seminole," "Miccosukee," and "Five Civilized Tribes."

13
Native American Women: A Biographical Dictionary. Ed. Gretchen M. Bataille. New York: Garland, 1993.

> Provides detailed biographical information on notable Native American women. Includes an index of entries by tribal affiliation. Listed under "Seminole" are Susan Billie, Betty Mae Jumper, and Laura Mae Osceola. Includes references.

14
The Native North American Almanac. Ed. Duane Champagne. Detroit, MI: Gale Research, Inc., 1994.

> This topically-arranged almanac is best accessed through its index. Look under "Seminole," "Mikasuki," and "Five Civilized Tribes." Contains lengthy essays with bibliographical references on topics such as demography, language, law/legislation, administration, activism, environment, religion, health, education, and economy. There is an entry devoted to Seminoles under "Major Culture Areas." Includes chronology, glossary, bibliography, index, and illustrations.

15
Seminole Nation of Oklahoma. < http://www.cowboy.net/native/seminole > Online. Internet. November 16, 1997.

> The official homepage of the Seminole Nation of Oklahoma presents a brief description of the current tribal government, religion, school system, geographical location, and population. It provides links to various agencies, departments, and projects. It does not yet contain any substantial historical information, but may later; the site is still under construction.

16
Seminole Tribe of Florida. < http://www.seminoletribe.com > Online. Internet. November 16, 1997.

> As the official homepage of the Seminole Tribe of Florida, this site provides "information on tribal history, culture, backgrounds, and the entities that comprise the modern day Seminole Tribe of Florida." Includes links to Seminole history, culture, government services, economic development, business, upcoming events, news and media, and the tribal newspaper.

17
The Seminole Tribune. <http:/www.seminoletribe.com/tribune/index.html> Online. Internet. November 16, 1997.

> The online version of the tribal newspaper, this site contains articles on current events and issues, as well as extracts from the 40th anniversary edition of the Tribune, which

contained lengthy articles on Seminole history. These articles provide extensive accounts of 20th century Seminole history from the perspective of the tribe itself.

18
Seminoles. < http://www.dos.state.fl.us/flafacts/seminole.html > Online. Internet. November 16, 1997.

A site maintained by the State of Florida, this page presents a brief history of the Seminoles, including origins, relocation, and reorganization. It outlines only major events in 20th century Seminole history, but does provide links to other sources of information on topics such as Seminole biography, tribal flags, Seminole Wars, and American Indians in Florida.

19
Statistical Record of Native North Americans. Ed. Martha A. Reddy. Detroit, MI: Gale, 1993.

Provides statistical information on all Native American tribes. Topics include history, demographics, the family, education, culture and tradition, health and health care, social and economic conditions, business and industry, land and water management, government relations, law and law enforcement. Contains 1980 census data as well as estimations of past and future conditions. Because each table is arranged differently, success in finding information on the Seminoles requires knowledge of various tribe names, locations, culture and language groups, reservation names, etc. Provides citations to original sources.

20
Waldman, Carl. Atlas of the North American Indian. New York: Facts on File, 1985.

A topically arranged encyclopedia. Chapter 7, "Contemporary Indians," discusses centralization, bureaucratization, removal, reservations, assimilation, allotment, tribal restoration and reorganization, termination, urbanization, self-determination, federal relations, social conditions, and cultural renewal. Appendices include a chronology and lists of tribes, reservations, museums, societies, villages, and archaeological sites. Use the index to locate specific references to Seminole, Miccosukee, and Five Civilized Tribes.

Sources Not Examined

1
Covington, James W. The Seminoles of Florida. Gainesville: University Press of Florida, 1993.

2
Kersey, Harry A. An Assumption of Sovereignty: Social and Political Transformation Among the Florida Seminoles, 1953-1979. Lincoln, NB: University of Nebraska Press, 1996.

3
Kersey, Harry A. The Florida Seminoles and the New Deal, 1933-1942. Boca Raton, FL: Atlantic University Press, 1989.

Twentieth Century History of the Seminole Indians
A Pathfinder[1]

The Seminole Indians, a Muskogean tribe descended from the Creeks, are natives of the Florida Everglades. During the federal Indian removal efforts of the 1800s, the tribe was divided in two, a small group remaining in Florida and the rest being driven into Oklahoma Indian Territory. Today there are three Seminole communities, the Oklahoma and Florida Seminoles and the Miccosukee, a tribe that branched away from the Seminoles in the 1960s. This pathfinder is designed to introduce 9th-12th grade students to the 20th century history of the Seminole and Miccosukee Indians, and to provide a starting point for further research.

When conducting a search in a library catalog, index, or on the Internet, use the following terms to locate information on the Seminole tribe:

Indian, American or Indians of North America – Florida or Oklahoma
Indian, American or Indians of North America – Twentieth Century
Seminole Indian(s)/tribe/nation
Miccosukee or Micosukee or Mikasuki
Five Civilized Tribes

Read a general essay on the Seminole Indians for background on tribal origins, culture, and history.

American Indians. Ed. Harvey Markowitz. 3 v. Pasadena, CA: Salem Press, Inc., 1995.
The 3-page entry on the Seminole tribe covers topics such as culture area, language group, location, population size, tribal origins, culture, and history.

Find an overview of 20th century events and issues in Native American history in one of the following general sources.

Academic American Encyclopedia. Danbury, CT: Grolier, 1997.
Under "Indians, American," read the section "Indians in the 20th century."

Encyclopedia Americana. Danbury, CT: Grolier, 1991.
Under "Indians, American: North American" read the section "Government provisions for and against the Indian."

Waldman, Carl. Atlas of the North American Indian. New York: Facts on File, 1985.
Read chapter 7, "Contemporary Indians," for a discussion of various 20th century issues, such as tribal restoration and reorganization, termination, urbanization, self-determination, federal relations, social conditions, and cultural renewal.

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[1] By Michelle Gonzales, University of Texas – Austin, GSLIS, LIS 382L.3, Fall 1997.

Read essays on the 20th century history of the Seminole and Miccosukee Indians.

Kersey, Harry A. "Seminoles and Miccosukees: A Century in Retrospective." In Indians of the Southeastern United States in the Late 20th Century. Ed. J. Anthony Paredes. Tuscaloosa, AL: University of Alabama Press, 1992.

Covers 20th century government relations and legislation, land claims, self-government, economics, education, and reservation life.

Native America in the Twentieth Century: An Encyclopedia. Ed. Mary B. Davis. New York: Garland, 1994.

Read the entries for "Seminole" and "Miccosukee." Covers culture, economy, politics, leadership, education, and allotment. Use the index to locate additional references to the Seminoles.

Go to Seminole web sites on the Internet for historical information and a view of the Seminole tribe today.

Seminole Tribe of Florida. < http://www/seminoletribe.com >

The official homepage of the Seminole Tribe of Florida provides links to information on tribal history, culture, and government, economic development, and business.

The Seminole Tribune. <http:/www.seminoletribe.com/tribune/index.html>

Read the extracts from the 40th anniversary edition of the Tribune: they provide extensive accounts of 20th century Seminole history from the perspective of the tribe itself.

If you need more information, consult a bibliography on Seminole history, or look for articles in an index such as *America: History and Life.*

The American South: A Historical Bibliography. Ed. Jessica S. Brown. Santa Barbara, CA: ABC-Clio, 1986.

See the section entitled "Indians in Southern History: The Twentieth Century" for references to articles and books about the Seminoles.

Kersey, Harry A. The Seminole and Miccosukee Tribes: A Critical Bibliography. Bloomington, IN: Indiana University Press, 1987.

This book combines a narrative on Seminole history with citations to works on various topics. Read the three sections that cover the 20th century, then refer to the bibliography for the complete records of works cited in the text.

If you can't find what you need, consult a librarian. If your library doesn't own the materials you want, ask your librarian about inter-library loan.